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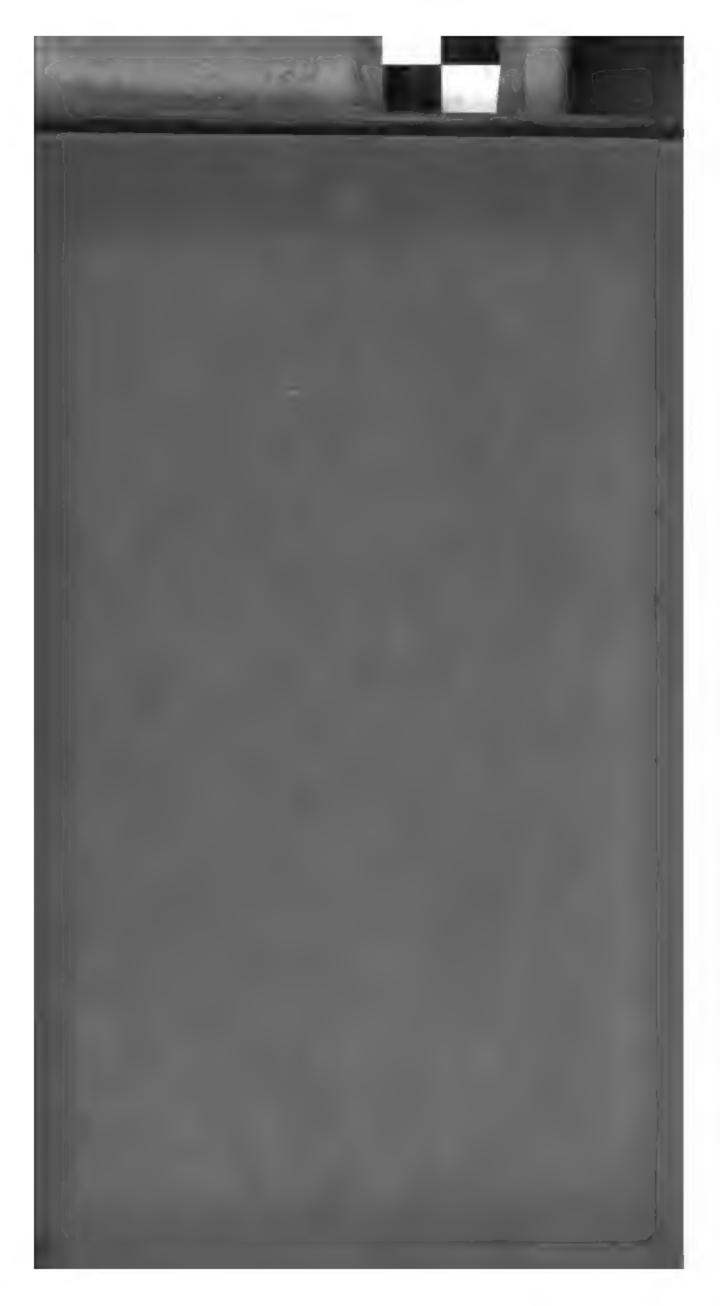
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Henry Barnardo

CHARGELLING OF THE COURT OF CHARGE

CONTRACTOR OF THE SECOND STREET, AND ASSOCIATED AND ASSOCIATED SECOND SE

# TENTH ANNUAL REPORT

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#### CONDITION AND IMPROVEMENT

OF THE

# COMMON SCHOOLS

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#### EDUCATIONAL INTERESTS

OF THE

# STATE OF WISCONSIN,

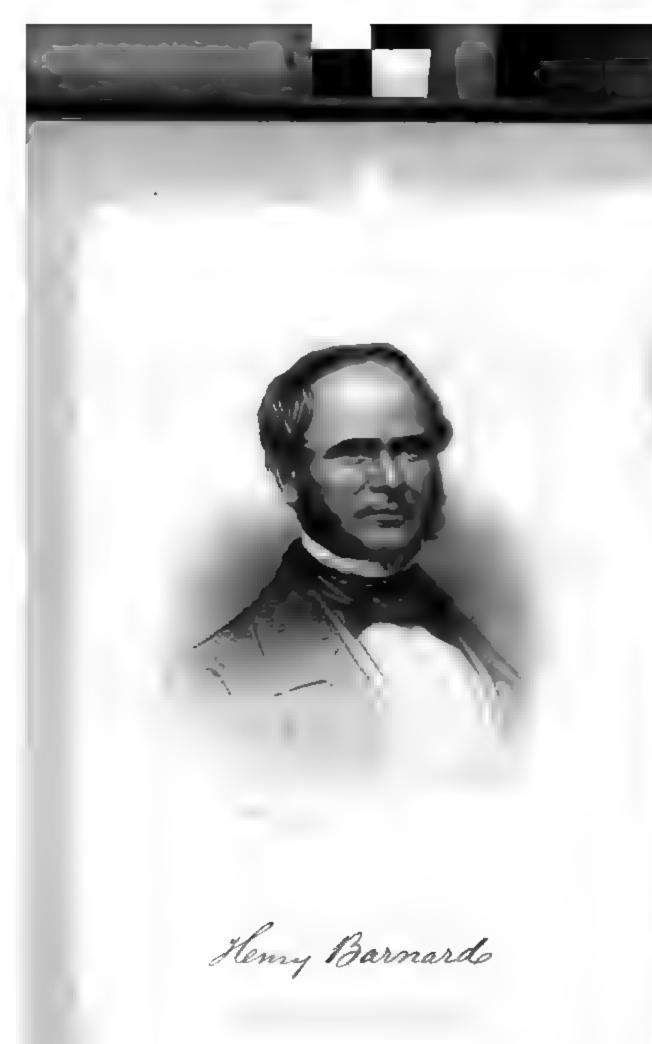
For the Year 1858.

BY LYMAN C. DRAPER,

TH SUPERINTENDENT OF PUBLIC INSTRUCTION.

ATWOOD & BUBLEE, PRINTERS.

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SEPTEMBER 18, 12, 10 (1) 200 677

# William William Control

# Office of Superintendent of Public Instruction, Madison, December 10th, 1858.

Sr the A	n:—I herewith transmit, through you, to the Legislature annual Report of this Department.
,	I have the honor to be, with much respect,
	Your obedient servent,
	LYMAN C. DRAPHR
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### TENTH ANNUAL REPORT.

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Mainson, December 10th, 1858.

# To the Legislature:

It is made the duty of the Superintendent of Public Instruction to report annually to the Legislature:

[37] An electract of all the Common School reports, received by him from the several clerks of the County Boards of Supervisors:

"A statement, of the condition of the Common Schools in

this State;

"Estimates and accounts of the expenditures of the school

mineys \$1(1 .1) V.L.V.(.1.

"Plans for the improvement and management of the Common School Fund, and for the better arrangement of the Common Schools; and

"All such matters relating to his office, and the Common Schools of the State, as he shall deem it expedient to communi-

cate."

And furthermore, it is made the duty of the State Superintendent "to open such correspondence abroad as may enable him to obtain, so far as practicable, information relative to the system of Common Schools, and its improvements in other States and Countries, which he shall embody in his Annual Report to the Legislature;" and he shall also "annually submit to the Legislature, with his report, a statement of his travels in making official visits during the past year, and of his expenditures for that purpose."

In accordance with these provisions of law, I have the honor to present the TENTH ANNUAL REPORT from this Department.

#### ABSTRACT OF SCHOOL REPORTS.

Appended to this Report will be found a full abstract of all the reports received from the Clerks of the County Boards of Supervisors. But three counties remain to be heard from Burnett, Dunn, and La Pointe.\* Burnett has never been organized, and no report from it need be expected. Dunn county had the misfortune, early in November last, to have its Court House and county records destroyed by fire, and thus, doubtless, its report delayed. La Pointe county has never yet made a report since the organization of the State; it ought to enjoy its share in the benefits of the School Fund apportionment. I have repeatedly written to the clerks of the Boards of Supervisors of both Dunn and La Pointe counties, urging them, notwithstanding their delay, still to send in their reports.

As the value of such statistics depends much upon the con-trasts we make of them, I shall proceed to point out briefly some

of the lessons they are calculated to teach us.

Number of Children.—The whole number of children reported between the ages of four and twenty years, adding for Dum county 421, the same as last year, is 264,078—showing an increase over last year of 22,583. Last year's increase over the year preceding was 27,659; so this year exhibits a less increase by 5,126 than its predecessor. It may astonish not a few to learn, that according to the most recent statistics at command, only the States of New York, Pennsylvania, Ohio, Illinois and Indiana—and in this relative order—surpass Wisconsin in their number of reported children of school age. 264,078 children of this State to form in single file, allowing each a space of four feet, they would make a continuous army two hundred miles in length! What an array of children,—the future hope of the State! Their educational welfare is a matter, of immense importance; and it behooves the Legislature to perform their solemn and weighty responsibilities to these children that their right education may add millions to the wealth of the State.

School Attendance.—Last year the total number of children of school age was 241,545, of which 153,613 attended school. This year, out of 264,078, there has been a reported attendance of 167,110—thus showing that last year there were 87,932 children in the State who did not attend school, and 96,968 of the same class this year. Some of these reported as non-attendants at the public schools, have attended private schools, academies and col-

<sup>\*</sup> La Peinte County has since reported.

leges, while ill-health and other causes have prevented the attendance of others. Still, after making all reasonable deductions for these causes, it will be found that about one third of all our youth of school age are not availing themselves of the benefits of the education provided for all. This is to be lamented. Yet even this is a decided improvement since the organization of the school system of the State; for the First Annual Report of this Department exhibited, in round numbers, only 82,000 out of 70,000 children as attending school—considerably less than half. The last Report of the School Commissioner of Ohio, shows considerably less than one half of the school children of the State attending the public schools; in Maine less than half; in Indiana the same; in Illinois, by the report of 1849, less than one quarter; in New York and Massachusetts about three fourths. We are, then, doing in this particular as well as the average; but we should not be satisfied, so long as there is a possibility of doing better. Nearly a hundred thousand children in Wisconsin growing up in ignorance, fit subjects for crime and misery, and fit candidates for the penitentiary! It ought not so to be.

What is the remedy? I confess it is not altogether clear.— The idea of compulsory measures to secure more general attendance, is not exactly suited to the genius of our free government. A late writer upon this subject remarks: "In many of the European States, parents are compelled to send their In Prussia, absentees are liable to full children to school. school fees, and a fine or a day's labor in compensation. In Saxony, nothing is an excuse for absence from school but sickness, and attendance is compelled by fine and imprisonment.— In Hanover, the ecclesiastical authorities are charged with the inspection of schools, where every child from the age of six is required to attend, unless sufficiently instructed elsewhere. Bavaria, no child is allowed to leave school until he has arrived at the age of twelve years, and then not without an examination and a certificate, which is necessary to apprenticeship and marriage. In Austria, all the children from the age of six years must go to school till they are twelve years of age.' A Commissioner from the French Government, who has been examining the school systems of Germany, urges the necessity of compulsory instruction—of some system which shall compel the attendance upon instruction of some kind of all the children of the State. If it is wise in the State to take authority out of the parents' hands, it is in such a case as this. Education makes the citizen, and the evils of ignorance, or a misdirected educatibn, do not fall simply upon individuals, but are entailed upon society." In Massachusetts, which shows so large an attendance,

every person who does not send his child, between the ages of eight and fourteen years, to school, at least twelve weeks, of which six weeks shall be consecutive, during each year, is subject to a fine of twenty dollars, unless rendering a sufficient excuse.

While our State is probably not yet prepared to adopt compulsory measures, I would respectfully suggest whether persuasive influences may not be resorted to with profit? Some States are agitating the idea, whether apportioning their School Funds, not to the whole number of children, but to the attendance, might not prove an incentive to the districts to secure as full an attendance as possible? Hon. HENRY BARNARD suggests, whether. this proposition might not be combined with the present practice. -say one half of the amount apportioned to go to the whole number of children, and the other half to attendance; and, furthermore, whether the longer and more punctually parents send their children to school, the less in proportion should be their local school tax? We should be thus holding out powerful motives for attendance. If it should be thought, that this mixed system of apportioning the School money would not be in accordance with the provisions of the Constitution, an amendment to that instrument, in a matter of so vital importance, might be deemed not only necessary, but indispensable to the best inter-

ests of the people.

Length of Schools.—The first School Report of this State, nine years ago, gave a trifle less than four months as the average length of time the schools in the State were taught. This average has steadily increased, until this year's statistics show five and three-fifths months. Out of fifty-two Counties reported, thirty-five of them exhibit an average of from five to eight. months and three quarters; fourteen others range from four to five months, and three Counties less than four months. It is unquestionably a struggle for not a few of the frontier districts to provide the necessary means to maintain even a three month's school; yet does not the general cause of education demand that the State should take a step in advance, and require a four month's school to be kept, in order to share in the School Fund apportionment? Such an amendment would not, I should think, conflict with the Constitution, which requires "at least a three month's" school—this is simply the minimum, and by the same article it is provided, that "provisions shall be made by law for the distribution of the income of the School Fund;" and among such provisions it would, I should conceive, be eminently proper, and strictly within the province of the Legislature, to elevate this standard if they thought the best interests of education required it. I should much rather suggest a six month's school, instead of four, but I fool for the poor people in the sparsely settled frontiers, struggling as they are with poverty; and should greatly fear that such an extension at present, like an excessive tariff, would prove prohibitory in its operation, and thus deprive them of schools altogether. But an extension to four months, I believe, would not be oppressive, but would prove a powerful

impetus to the great cause of education in our State.

Number of Districts.—The number of separate districts in the State is 3,181, and 1,566 parts of districts, which form joint districts—and estimating two and a half parts as equal to a district, we shall have 626 to add to the 3,181, giving a grand total of 3,807 districts. Last year there were reported 3,018 districts, 1,360 parts or 544 joint districts, making altogether 3,562 districts. There is an increase of 245 districts over last year; and the total number has very nearly doubled since the organization of the State. This increase has resulted from an extension of our settlements, and also from the very injurious practice of dividing and thus ensmalling their number.

Number and value of School Houses.—Nine years ago, when the first School Report was made, 674 school houses were reported, nearly one half of which were of log construction; last year the total number was 2,945; this year 3,482, of which something over one third are logs—increase of school houses over last year

**587**.

The total valuation of the school house property of Wisconsin nine years ago was \$75,810 75; last year, \$863,478 49; this year, \$1,127,191 69—increase in valuation since last year, \$2,3,713 20. The 3,482 school houses in the State range in value as duly reported to this Department, from one cent to \$23,000—averaging \$321 53. Milwaukee reports the most costly school house, \$28,000; Janesville one at \$25,000; Racine one at \$12,000; Dodge, Kenosha and La Crosse, one each at \$10,000; Sheboygan and Waukesha, one each at \$8,000; Dane one at \$6,000; Grant, Jefferson and Outagamie, one each at \$5,000; Brown, Portage and Winnebago, one each at \$4,000; Fond du Lac, Green, Ozaukee, Richland and Sauk, one each at \$3,000; and Manitowoc, Eau Claire, Juneau and Waushara, one each at \$2,000. It is highly creditable to the liberality and enlightened zeal of these several localities, that they have done so nobly in this direction; and especially so to the new frontier counties of La Crosse, Outagamie, Portage, Richland, Sauk, Eau Claire, Juneau and Waushara. Other frontier counties have also done exceedingly well-Green Lake, one school house, \$2,500; Pierce and St. Croix one each, at \$1,500; Bad Ax, one at \$1,300; and Chippewa, one at \$1,225.

Nine years ago there were 511 school house sites containing less than an acre; last year, 2,369; this year, 8,060—increase over last year nearly 700. There would appear to be something

over 700 school house sites containing an acre or more. There were, nine years since, 582 school house sites uninclosed; last year, 2,470; this year, 3,099—showing only about 700 school house sites enclosed, or one in about every five and a half. This exhibits a sad neglect; for where there are no enclosures, we can hardly expect that any attention has been paid to shade trees, and other out door culture and neatness, so well calculated to add charms and attractions to the school house and its surroundings. But few of us fully realize the influence of these apparently minor matters, in either attracting the youthful mind to, or repelling it from, the school and all its attendant blessings.

There were, nine years ago, 381 school houses without black-boards; last year, 940; and this year, 1,072—thus showing nearly ly one quarter of the school houses destitute of this very important appendage. Nine years since, 474 school houses were without out-line maps; last year, 2,482; and this year, 2,346—thus showing nearly two-fifths of the school houses destitute.

Teachers' Wages.—Nine years ago, the average of wages paid to male teachers per month was \$15 22, and to female teachers \$6 92; last year to male teachers \$24 60, and to female teachers \$15 16; and this year to male teachers \$27 02, and to female teachers \$14 92—an increase on male teachers of \$2 42, and a decrease on female teachers of 24 cents. In Douglas county, the highest wages were this year paid to a male teacher, \$50 per month; in Buffalo county the lowest, \$20 41; while in Douglas county also the highest wages were paid to a female teacher, \$29 00, and in Adams the lowest, \$9 63. It will be seen, that in the course of nine years teachers' wages have very nearly doubled—the wages of female teachers more than doubled; and this may be regarded as a fair index 45 the advanced character of the schools themselves, and the value of the instruction imparted. The following table exhibits the gratifying progress made from 1849 to the present time:

Years.	Average am't paid Male Teachers.	Average am's paid Female Teachers.
1840	\$15 22	86 92
1849 1850	17 14	9 67
1851	17 15	8 85
1852	15 83	8 64
1853	18 17	9 94
1954	18 75	11 00
<b>1854 1855</b>	23 10	12 08
		13 80
	25 38	
1857,	24.60	10.18
1956.	27 02	1. 14 83

Behool Libraries. The abotal number of School District Libraries reported last year, 1,108; this year 1,875—increase 272; total number of volumes last year 28,628; this year 38,755 -apparent increase 10,127 volumes. Judging from the fact that more counties this year report an increase in their libraries, than report money expended for the purpose, it is reasonable to presume that either all the expenditure for books is not reported, or that books were returned this year which were neglected last year. So that it is not possible to get at the amount really expended for library purposes. Last year 19,504 volumes were loaned for reading; this year 34,104—showing the very marked increase over last year of 14,600 volumes loaned to readers. From 1849 to the present time, there has been an average of less than a volume a year added to the School District Libraries of the State—a fact that should not only cause profound regret, but grouse us to the absolute necessity of some improved School Library system. Impressed with the uncommon importance of this matter, special pains have been taken, by personal visits and correspondence, to learn the practical workings of the library systems of other States; and this whole subject will be presented, in a subsequent part of this Report, in all its bearings, together with such practical deductions as the facts and experiences grouped together would seem to warrant.

These educational facts, as a whole, show that we are making progress in Wisconsin. Schools and school-houses, pupils and attendance, are steadily increasing; and the increased demand for better qualified teachers, and the increased wages they receive for their services, are gratifying and unmistakened evidences that the good work is gradually advancing and improving. The establishment of Normal Schools, the growing interest manifested in the Teachers' State Convention, together with the measure of success and usefulness attendant upon the Wisconsin Journal of Education, are so many additional evidences of progress, which should not be lightly esteemed or overlooked in making up the general estimate of the onward march of education in Wisconsin. That cause which last year expended for teachers' wages alone over two hundred and seventy thousand dollars, and this year over three hundred and thirty-four thousand dollars—over \$64,-000 this year more than the last, and over six hundred thousand dollars during the two years together, is one which very properly claims the warm sympathies and zealous efforts of every true son of Wisconsin, both in and out of the Legislature.

EDUCATION—how vast the significance of that single word! It conveys to us the idea of the mental training of millions of children who are soon to fill the places we now occupy. "Each one of these millions," suggests Horace Mann, "with a fitting

education, is capable of adding something to the sum of human happiness, and subtracting something from the sum of human misery; and many great souls amongst them there are, who may become instruments of turning the course of nations, as the rivers of waters are turned."

Important as all concede it to be, yet how little earnest attention is given by the mass of our people, by parents and by legistlators, to the subject of education. It vitally concerns us all, and yet few seem to realize the ever-living fact. "Improvements in useful, and often in useless arts, command solid prices,—twenty, fifty, or even a hundred thousand dollars,—while improvements in education, in the means of obtaining new guaranties for the permanence of all we hold dear, and for making our children and our childrens' children wiser and happier,—these are scarcely topics of conversation or inquiry."

The total expenditures of our State for the mine years since its organization up to the first of January last, was, in round numbers, one million and nine hundred thousand dollars; while? the total amount of the School Fund income apportioned to the several towns, including the apportionment in April last, amounts to \$835,320 37, which was distributed on the express condition of at least half the amount being levied and collected by the several districts enjoying this educational bounty, which would; at least add one half to making it \$1,252,980 55. It would be a very moderate estimate to say, that during these nine: years past at least fifty per cent. more has been raised by taxation for school purposes in Wisconsin than has been actually required in order to share the State bounty, which would bring! up the grand total expended for common schools since the organization of the State to over a million and a half of dollars, together with over a million of dollars more for school-house property thus exceeding, by more than one-quarter, all other State expenditures for the same period put together. Is not, then, the educational interest of our State, in its pecuniary aspect alone, one of immense importance? It may well be asked, with the learned Bishop BERKELEY, "whether a wise State hath any interest nearer heart than the education of youth?" The education of the people should receive far greater attention from our legislators than is ordinarily bestowed upon it; for, I will venture to say, that in each successive session of two or three months of the Logislature, scarcely as many days are devoted to the paramount claims and mighty interests connected with the education of all the children of the State.

"Now, sir," exclaims the eloquent Edward Everett, "I am coming to the point which I wish to illustrate; and it is this "What none but's medition would knowingly do to his body; what

no known community of men, raised above the abjectest level of savage life, and placed on a soil and in a climate that yield a competent supply of wholesome food, has ever done to the perishing corporeal frame; what no parent, in whose bosom the last drop of the milk of human kindness and natural love was not dried up, would do to his child,—that is done, and permitted to be done, without scruple and without rebuke, to the immortal intellect; and this in enlightened lands and in Christian communities, composed of men who know that they have not only minds to enlighten, but souls to save. I say the monstrous and unnatural cruelty, never practised to himself or another, as far as the body is concerned, unless by an idiot or a savage, is daily, constantly, remorselessly, practised upon that which excels the body, by all the difference between mind and matter, spirit and clay, heaven and earth.

"The body is not starved, except in cases of cruel necessity. Not starved? It is nourished and pampered by whatever can provoke or satisfy the appetite; the healthy child is nursed and nourished up into the healthy man; the tiny fingers, which now weary with the weight of the rattle, will be trained up to a grasp of steel; the little limbs will learn to stretch, unfatigued, over plain and mountain; while the inward intellectual being will be allowed to remain unnourished, neglected, and stinted. son, capable of being nurtured into the vigorous apprehension of all truth, will remain uninformed and torpid, at the mercy of low prejudice and error. A capacity, which might have explored nature, mastered its secrets, and weighed the orbs of heaven in the golden scales of science, shall pass through life, clouded with Superstition, ignorant of the most familiar truth, unconscious of its own heavenly nature. There is the body of a man, sound, athletic, well-proportioned; but the mind within is puny, dwarfed, and starved. Could we perceive it with our bodily sight, we should pity it. Could the natural eye measure the contrast between a fully-developed and harmoniously-proportioned intellect, on the one hand, and a blighted, stinted, distorted, sickly, understanding, on the other, even as it compares a diseased and shrivelled form with the manly expansion and vigorous development of health, we should be moved with compassion; but, so completely do we allow ourselves to be the slaves of material sense, that many a parent, who would feel himself incapable of depriving a child of a single meal, will let him grow up, without ever approaching the banquet of useful, quickening knowledge.

"I know, sir, these are figures of speech. The mind does not grow by food, nor languish for want of it; but these similitudes are the only means we have of discoursing of the intellec-

tual nature. It Friedly notite what slast we tellis better That the strong appetence of the mind for improvement, than to a hunger and thirst after knowledge and truth; nor how we can better describe the province of education, than to say, it does that for the intellect, which is done for the body, which it receives the eare and not rishment which are necessary for its prowth, it alth and strongth. Them this comparison, I think I derive how views of the importance of education. It is now a solden door, a tender, secret trust. What hair, food a shild's body, and let his soul hanger, papaper his limits, and starve his familiable. "Plant the earth, cover a thousand balls with your droves of muttle, pursue the fish to their hiding places in the seap and spread out your whose fields seroes the plain, in obder to supply the wants of that body, which will soon be as cold and as spusdens as their poorest clod, and let the pure spiritual essence within you, with all, its glorious; bepacities, for improvement, languish and pine | What | build factories, turn in rivers upon the waterwheels, anchain the imprisoned spirits of steam, to weave a garment for the body, and let the soul remain unadorned and naked! What! send out your stagels to the farthest occase and make battle with the monsters of the deep, it order to obtain the means of lighting up your dwellings and withshops, and prolonging the hours of labor for the ment shut perisheth, and permit that vital spark; which God has kindled; which His has intrusted to our case, to be farned into a bright; and heaviinly dame, --- pelemitrit; if quy, to languish and go out! A part of the reaction of the bounds. "Boo leaving," remarks Mr. Evenuer, classification of all at-

temps to magnify the work of education, by pointing out the astonishing results to which, is guides the well-trained mind, a much shorter method might be pursued with one who asseded to be impressed with its importance. I would take such an one-to a place of instruction, to a school, to a child's school, (for there is no step in the process more important than the first,) and I would say, in those faint sparks of intelligence just brightening over the rudiments of learning, you behold the germ of so many rational and immortal spirits. In a few years, you and I, and all now on the stage, shall have passed away; and there on those little seats, primer in hand, are arranged our successors. Yes, when the volume of tlatural science, and Nature with it, shall have vanished,—when the longest periods of human history shall have run together to a point, those infant children will have riperied into immortal beings, looking back from the manisions of eternity, with joy or sorrow, on the direction given to their intellectual and moral natures in the dawn of their existence. If there is any one not deep in impressed, by this single reflection that the importance of carefulation, not in payond the factor of the contents.

thing that can be urged, by way either of illustration or argu-

#### THE SCHOOL FUND.

11 It is one of the duties imposed by law on the Superintendent of Public Instruction, to propose "plans for the improvement and management of the Common School Fund." In compli-.ance with a resolution of the Assembly, at its last session, I had occasion to enter quite fully into this matter, and shall now proceed to its re-examination, making such additions and modifica--tions as the change of circumstances seems to require. Some of ithe statistics come down no later than in April last—relating chiefly to land sales; but as few lands have since been sold or pre-empted, the aggregates will remain about the same, and can in no case materially effect the general result.

.: The School Fund proper, after deducting the amount set apart for Normal School purposes, amounted, on the 1st of October last, to \$2,845,846 34—considerably less than the year preceding, owing to the diversion from the Fund of \$261,598 54 to the Drainage Fund. The interest on the present School Fund, at 7 per cent., is \$199,212 04. There is now in the treasury the sum of \$40,790 07 of School Fund income; adding this to the interest due prior to 5th of March next, and we should have a total of \$240,002 11 for the next apportionment. This, as experience shows, cannot all be collected. Last year the figures pointed out fifty thousand dollars more than was actually paid In, in time for the apportionment. If we have \$190,000 to appropriate in March next, it will probably be as much as can reasonably be expected; and this sum would give about seventytwo cents to each child, of school age, in the State. It would not be safe to estimate more.

#### SOURCES OF AUGMENTING THE SCHOOL FUND.

The sources of increasing the School Fund, as already provided, are-25 per cent. of the net proceeds of the sale of the Swamp Lands; five per cent. net proceeds of the sale of Government lands in Wisconsin; and the sale of the remaining unsold School Lands—the item of fines, penalties and forfeitures being too unimportant to take into the account in a general estimate of this kind. Let us look carefully at these several sources, and see what may reasonably be estimated as the ultimate amount of the School Fund, when all these additions shall have peen made :

Swamp Land Grant,—The total amount of the Swamp Land Treat can only be approximately estimated. In the report of the

Commissioner of the General Land Office of 1857, there appear to be 2,350,000 acres of the Wisconsin surveys returned, and entered on the plats of that office, as swamp lands, and set apart as such under the Act of 1850. Only 1,674,588 acres have as yet been patented to the State. But in the report of the Com-· missioner of the General Land Office just made, it appears that there are 2,827,199 acres of Swamp and Overflowed lands, under the act of 1850, upon which patents, and lists having the effect of patents, have been already issued to our State. Goy. Bash-FORD, in his last annual message, estimated the whole amount to which the State would be ultimately entitled under this Grant, at not less than two and a half millions of acres; but it has already proved to be much more than that, and there is as yet a large region of country unsurveyed by Government, and also a large quantity of lands not yet re-ported as Swamp Lands, which must eventually be placed in that category, and inure to the State. From the best information: I can gain from the officers having in charge the Swamp Land Department, and from surveyors and others, intimately acquainted with the northern region of our State, I think we may safely place the total amount of the Swamp Land Grant, at not less than three millions of acres. The more sanguine place it as high as four millions; but I think it would be most prudent, in making estimates, not to place it higher than three millions. As the remaining portion of this Grant must necessarily be located principally in the remote wilderness region between our northern settlements and Lake Superior, it cannot reasonably be expected to realise so much per acre as that already sold, and the expenses of sale are to be deducted; hence, probably a dollar and ten cents per acre, after deducting expenses, is as high as it should be estimated. Deducting from the estimated 8,000,000 of acres, the 916,516 acres already sold, and we have left 2,088,484 acres, which netting \$1 10 per acre, would realize the sum of \$2,291,-882.40—adding one-quarter of which to the School Fund, would be \$572,958 10.

School Lands Unseld.—There appear to be unself about 881 of the sixteenth or school sections, lying mostly north of township line 30, and thus mostly in regions yet only partially surveyed—which would be 248,840 acres; and which, at the minimum price of \$1.25 per acre, would realize \$304,800 00. None, I believe, of the 500,000 acre school tract, remains unsold. Of the Selected Lands, selected in lieu of the 500,000 acre school grant, only about 8,000 weres remain unsold, which at the minimum value would realize \$10,000 00.

Pive per centi proposite Wisconsin, by its Constitution and administration the Union Sully Sanctivaed by the Constitution and

ernment, is entitled to five per centum of the net proceeds of the sales of public lands in the State. But \$22,587 56 is all that has been paid of this fund—the last payment having been made August 28th; 1850. Its unjust detention since that time, and the reasons assigned for it, are well known, and need not, in detail, be repeated here. Suffice it to say, that by the Rock Biver Canal land grant of 140,000 acres, in 1838, the then Torzitory, and future State, of Wisconsin, were made a trustee, and held responsible for the proper application of the trust for the sole purpose of constructing and maintaining a canal from Rock River to Milwaukco, ' From various causes, not necessary here to notice, the Canal Company, after four years' efforts, practically abandoned the enterprise, after having disposed of some 43,000 acres of the land, at \$2 50 per acre, as the grant required, and used some of the proceeds in surveys, labor and material. canal was not made, and the remainder of the lands was sold by the Territory, and the proceeds, together with the dues collected on lands sold on credit by the Canal Company, were appropriated to Territorial expenses, which the General Government was justly bound to liquidate. Notwithstanding this position of the affair, when Wisconsin became a State, Congress admitted her into the Union, with a pledge that she should be made the trestee, the same as other new States, of the five per cent. net proceeds of the sales of all public lands within her borders, for the special purpose of educating all her children. But, as we have seen, this has unjustly been withheld for a period of over might years, as well also as 140,000 acres of the 500,000 acre tract of school lands to which the State was entitled—as an offset for the 140,000 scres granted for the construction of the Rock River Canal, for which an arbitrary charge of two dollars and fifty cents per acre was made against the State.

Various efforts have been made in past years, without success, to obtain these moneys and lands, so long and so wrongfully withheld by the General Government. During the past season, Col. D. W. Jones, the Secretary of State, made application to the properties at Washington, and prosecuted the matter with his accustomed vigor and energy. He had made himself familiar with the whole subject, and pressed our claims with such an array of facts, and show of justice, that they could not well be longer denied. It was shown, that the Territorial Legislature had, in good faith, assigned the canal grant to the company which had petitioned Congress for, it—a company composed of men believed to be responsible and enterprising; and that the sets of the Territorial Legislature, as is required of all Territorial legislature, as is required of all Territorial legislation, were laid before Congress for their approval or disaptorial, and this one teletive to the areal grant among the number.

ber, and as no word of opposition was uttered; it hence follows that this disposition of the canal grant was tacitly endorsed and approved by the General Government, and it was not till twelve years afterwards that any complaint was intimated. In consequence of the poverty of the Territory and people twenty years ago, the company failed to raise the necessary means, and consequently failed in their purpose of constructing the canal. the same men in part, under a new organization, constructed a first class railroad not only over very nearly the same region from Milwaukee to Rock River, but have extended it to the Mississippi; and that in this high northern latitude, where a canal would be frozen up nearly one half of each year, the railroad was much the more suitable and serviceable, and far more satisfactory to the people, for whose benefit the canal was designed; and that for the transportation of United States troops, munitions of war, or supplies for the upper Mississippi garrisons, a railroad furnishes a far more speedy mode of conveyanc ethan any canal, besides providing an uninterrupted winter as well as That this railroad, which has been exsummer communication. tended to the Mississippi via Madison, and nearly so via Monroe, Green county, has given a powerful impetus to the trade and travel of the State, and must have been the means of hundreds of thousands of acres of public lands finding an early market, which they would not otherwise have done for many years; and that the total amount derived by Government from sales of public lands in Wisconsin has reached, in round numbers, the large sum of twelve millions of dollars. That in making the canal grant, the Government reserved alternate sections along the route of the canal, and sold them, or many of them, at two dollars and fifty cents per acre; so that, in a pecuniary point of view, Government lost nothing by the operation, as she got from the citizens of Wisconsin as much, or nearly as much, for the alternate sections alone, as she would at the usual Government rates. have obtained for those sections and the grant together; and the people of Wisconsin secured a railroad, which has been far better to them, and far better to the Government, than a dozen such canals as the one contemplated.

That the Territory, under the circumstances, did the very best it could—acted in good faith throughout, and saved much of the grant from the company, and devoted the proceeds to the expenses of the Territorial government, which were justly chargeable to the General Government. That even if the Territory had culpably failed on its part, as trustee, to fulfil, or cause to be fulfilled, the terms of the grant,—or even if adjusted, and the State was admitted to be indebted to the General Government for the full amount claimed—still the General Government had

no shadow of a right to withhold a trust sacredly pledged by permanent enactment, and by a solemn sanction of our Constitution, for the education of the children of Wisconsin for all time to come; that, therefore, this five per cent. fund should have been paid over to the State, not as a gift, or debt, due Wisconsin, but as a trust, so made by special contract, for a special educational purpose; and that, if the State was justly indebted to the General Government, which is not admitted, then the State should pay it, not out of the School Fund, which it could not do, but out of its general fund raised by taxation from the people.

By arguments such as these, Col. Jones at length got the claim for the full amount of the five per cent. net proceeds of sales of public lands in Wisconsin, up to 1st of January, 1858, passed through the General Land Office, and Auditor's Departments, and only wanting the approval of the Secretary of the Treasury, which that officer withheld simply on the ground, that as the amount was large (some \$270,000) he wished to consult the President before acting in the matter, who was then absent from the Federal city. Serious illness in Col. Jones' family at the time, compelled him to leave for home before the President's return. And thus the matter has rested.

I may add, in this connection, that I have been advised by Hon. Charles H. Larrabee, one of our members elect to Congress, that he will shortly visit Washington, and push this claim, if possible, to an early allowance; and from his persistent manner, and attention to public business, there is great hope of early success, both with regard to the five per cent. fund, and the 140,000 acres withheld of the 500,000 acre school tract. If the former is allowed, as, it seems to me, it must be, sooner or later, then there can be no valid reason for longer withholding the latter. When these claims are allowed, together with the addition to the five per cent. fund which has accrued since the 1st of January last, and should the 140,000 acres be judiciously selected, I should presume that we might calculate on five hundred thousand dollars being eventually added to the School Fund from these sources.

The further addition to the School Fund from the five per cent. net proceeds of the future sales of public lands in Wisconsin, can only be approximately estimated. Taking it for granted, that there are fully as many, if not more, unsold Government lands south of township line 30, as have been sold north of that line, then there must be, at the least calculation, fourteen millions of acres of unsold Government lands in the State, after deducting the school section for each township. Deduct from this, say four millions of acres to satisfy the Railroad Grants, and two millions more for swamp lands, and we will have eight

millions of acres remaining—suppose of this that only six millions should prove saleable, and that should net only a dollar per acre, we should eventually be entitled to three hundred thousand dollars more from the General Government as the five per centum of the net proceeds of the sale of these lands.

To sum up, therefore, these several sources of revenue to the School Fund, present and prospective, will exhibit an approxi-

mation of its probable ultimate amount:

School Fund proper, as already stated,	\$2,845.	846	84
School Sections unsold, 381, or, 243,840 acres,	304	800	00
Selected Lands unsold, 8,000 acres,	. 10	000	00
Five per cent. due from General Gov'm't up to Jan. 1, 1859, say	<b>300</b>	,000	.00
Five per cent. due from General Government in prospective, say,	, 800	000	00
Balance of Swamp Land sales, estimated,	572	958	10
Withheld by General Government, 140,000 acres, say	200	,000	00

\$4,788,604 44

This aggregate may be diminished by the General Government continuing unjustly to withhold the five per cent. fund, together with the 140,000 acres of the original 500,000 acre school tract; and it may be increased by the Swamp Lands eventually numbering more acres, and realizing more per acre for them, than I have estimated. It would not surprise me if these lands should yield a million more dollars than here estimated—thus adding at least a quarter of a million more to the School Fund. If, therefore, all these hopes should be reasonably realized, our School Fund may yet reach, in round numbers, the sum of five millions of dollars.

We will assume, then, that five millions of dollars is the highest probable amount, with vigilant management, that we can hope to attain for the School Fund. We are apt very complacently to regard this fund as a most munificent one—so large, indeed, that it would make no perceptible difference if we should now and then make some sacrilegious foray upon it. When, in connection with this Fund, we bear in mind the large number among whom, not the principal, but the interest only, is to be annually apportioned, and still further reflect with what wonderful rapidity that number is increasing, we shall cease to regard it as a magnificent or inexhaustible Fund, but rather view it as altogether too small for the holy and mighty mission it is designed to fulfill.

According to EULER, in countries where the greater number of the people are employed in the peaceful pursuits of agriculture, with few idle and unproductive consumers, the population increases in a wonderful manner—doubling in every twelve or thirteen years. Malthus, in his well known work on Population, has expressed the opinion that population ought, from natural

increase, to double itself in twelve years. But Wisconsin has far out-stripped the calculations of these celebrated political economists, as the following table of the successive annual increase of children entitled to share in the School Fund apportionment, from the organization of the State to the present time, will show:

Year.	Children.	Apportionment.	Per Scholar.
1850	70,457	\$588 <b>0</b> 0	8,3-10 cts.
1851	92,163	46,908 87	50 4
1852		58,708_84	48 (1 45 Vt
1858	123,909	58,708,34 56,128 81	45 Yr
1854	138,541	97,949 52	72 "
1855		125,906 02	80 1-2 4
.1856	188 <b>,304</b>	131,812 80	. 70 "
1857	213,886	141,164 76	66 "
1858	241,545	181,158 75	<b>-</b> 75
1859	264,077	•	

It will thus be seen, that the children of school age have increased with rapid and regular strides from 70,000 to 264,000, in the short space of nine years, or doubled in about every five years. If we are to be guided by the teachings of the past increase, we must learn that it will greatly outstrip in ratio the augmentation of the School Fund, however fortunate we may be in saving it from being diverted to other purposes. We have not only the natural increase, which in an agricultural State like ours, and one so highly favorable to health, is unusually large, but a very large addition by immigration, which must for many years to come continue to be a powerful element of increase.

MR. Root, our first State Superintendent, in his First Annual Report, gave some estimates of the probable increase of children entitled to share in the school money, placing the number, in 1850, at 91,065; in 1860, at 281,898; and in 1875, at 674,-317. Though doubtless regarded as chimerical at the time, these estimates were far too moderate; for the report of children up to September 1, 1857, shows ten thousand more than he had estimated for 1860. Mr. Root also intimated, that about 1860, the ratio of increase of children over the School Fund would become apparent, and that the income of that Fund would pay but little ever one half the expense of educating the children of the State, and in 1875, not one-fifth the expense.

It has already been stated, that thus far the school children of the State have doubled in about every five years. Let us, however, take as a guide, the average increase of the past three years, which is 25,232. These figures will, I have no doubt, be proven by the experience of many years to come, to be rather below than above the real increase. Even this ratio of increase, for a period of twenty-five or fifty years, is wonderful, as the figures

themselves will show:

Yeare.	Children of	School age.
1859	• • • • • • • • • • • •	. 264,000
1860		
1861		
1862		
1863		
1864		
1885		
1866		2
1867		
1868		
1869.		
1870		
1871		
1872		
1873		
1874		
1875	•••••	. 667,712
1876	•••••	. 692,944
1877	••••	718,176
1878	•••••	748,408
1879	•••••	768,640
1880	•••••	793,872
1881	• • • • • • • • • •	819,004
1882		
<b>1883</b> ,	• • • • • • • • • •	<b> 809,468</b>
1884	• • • • • • • • •	894,700
1885	• • • • • • • • •	919,93 <b>2</b> ,
1886		945,164
1987		970, <b>396</b>
1888		995,62 <b>8</b> .
1889	•••••	1,020,860
1909, '(fifty years hence,)	• • • • • • • • •	1,525,500

These figures may appear large to some, but our past experience fully warrants the steady increase they indicate. Our own past increase from 70,000 to 264,000 children of school age, in nine years, is wonderful. The increase in Indiana from 1850 to 1856, a period of six years, was 158,000; in Illinois, from; 47,895 in 1831, to 646,346 in 1856, a period of twenty-five years—an increase of about 600,000; in Ohio, from 146,440 in 1837, to 838,037 in 1857—an increase in twenty years of almost 700,000; in New York, from 449,113 in 1829, to 1,224,127, in 1854—an increase, in a period of twenty-five years, of 775,000. But, it may be said, that those are all large States. So they are, but ours is larger than three out of the four; for while Indiana has an area of 34,000 square miles, Ohio 40,000, New York 46,000, and Illinois 55,000, Wisconsin has an area of 54,-000—with soil, health, timber, and minerals unsurpassed by either of her sister States. We have, then, all the facilities for growth and expansion that are possessed by any of the sisterhood of States, and may, as confidently as they, count on a large increase of population, It seems to me quite certain, that the time is not far distant, in consequence of the rapid increase of children in our State, when the annual apportionment of school money per scholar must begin to decrease, and continue to do so as long as our population increases in a greater ratio than the School Fund.— Indeed, it will be seen by referring to the table, that in 1855, the apportionment attained its highest per centage to the scholar, being 80 1-2 cents; since which it has gradually decreased, the next year being only 70 cents, the year after 66 cents—while this year it rallied a little, and reached 75 cents, in consequence of the immense School and Swamp Land sales last year. next apportionment, as already indicated, will probably not exceed 72 cents. Supposing by the most judicious management, and by the most fortunate success in augmenting the School Fund, we should have in 1889, thirty years hence, five millions of dollars, and a million of children among whom to apportion the accruing interest, we should then have, not eighty and a half cents per scholar as we had in 1855, nor seventy-five cents as this year, but only thirty-five cents to a scholar to apportion; and fifty years hence but twenty-three cents. The less the amount apportioned per scholar, of course in the same proportion will the local school tax be lessened, as a great many of the towns barely raise a sufficient tax (one half of the amount of the previous apportionment) to entitle them to share in the School Fund distribution. It is not pleasant thus to dwell on a prospect so gloomy.

These facts—and to me they seem like stubborn facts, that cannot be successfully gainsayed, should admonish every faithful public servant of Wisconsin, who shares in the solemn responsibility of legislating for, and managing the School Fund, to act with uncommon caution, and ponder well before taking any step calculated to diminish the School Fund—a fund consecrated to

the holiest of purposes.

With these facts before me, I cannot but lament the unwise policy of the last Legislature—against which I respectfully but earnestly protested—in diverting from the School Fund twenty-five per cent. of the net proceeds of the sale of the Swamp Lands, and adding it to the Drainage Fund. This latter Fund as originally constituted, embraced twenty-five per cent. of the net proceeds of the Swamp Lands, and is already becoming a large fund—large for the purpose which it is designed to accomplish—an object, let it be borne in mind, which cannot be as perpetual as the unceasing and increasing wants of education.—One-fourth of the Swamp Land Fund, cannot, as I have already estimated, be less than \$881,970 09, and it may exceed a million; and it would yield from sixty to eighty thousand dollars annually for distribution among the favored counties entitled to

share in its bounty. This, if judiciously expended, would, in the course of fifteen or twenty years, amount to a million of dollars, and in thirty or forty years to two millions, for drainage purposes alone, without encroaching one particle on the principal. Ought not the counties more especially interested in drainage, to be satisfied with a fund which promises to yield so large a revenue, and generously restore the other twenty-five per cent. to the School Fund, from which it was taken, and where it rightfully belongs, to aid in educating their children for all coming time?

The fact should not be overlooked, that in the greater part of: our State the pioneer settlers, made their roads and bridges, cleared up and drained their swamps, with no Drainage Fund to. aid them; and they did it too, during an early period, amid untold poverty, self-denial and hardships, in paving the way for later and more fortunate adventurers—oftentimes going from fifty to one hundred miles to mill with a single grist; at other; times taking their wheat to Milwaukee to market, spending a. week or more in the effort, and not realizing as much for a whole, load as would pay the expenses of the trip. This class of early. settlers, who, under God, have made Wisconsin what it is to-day, claim, as they have a just right to claim, the early restoration. of the twenty-five per cent. net proceeds derived from the Swamp Lands, to the School Fund, and there be left forever untouched, so that their children and children's children may enjoy its common benefits to the latest generation. Is this unreasonable—is it asking too much, while a sufficient fund, properly husbanded, is still left for all needful drainage purposes for the. newer portions of the State?

Whoever attempts to divert any portion of our sacred School: Fund from its consecrated purposes of education, should feel; that he is treading on holy ground. That noble Fund is the hope of our people—the only hope of two hundred and sixtyn four thousand children now living in our midst, and of millions yet unborn. They crave the boon of education, which is their chief, as well as best, inheritance; and for that education they must ever mainly rely upon the People's Colleges, the Common Schools of our State. Those children need a fit preparation, for they must soon wield the destinies of Wisconsin. Every dollar abstracted from the School Fund, under whatever plea, will yet have to be replaced with more than compound interest, or ignorance, vice and crime will be the penalty of our children, and our children's children will have to suffer as the natural consequence of our misguided folly.

I would respectfully urge the restoration of twenty-five per cent. of the net proceeds of the sales of Swamp Lands, from the

Drainage to the School Fund; or that it be set apart for a School Library Fund; or, if this be not judged best, that so soon as the income of the Drainage Fund, as at present constituted, reaches the sum of sixty thousand dollars annually, all the surplus ever after be added to the School Fund income, or to a School Library Fund, as the Legislature may direct. The twenty-five per cent. of the Swamp Land proceeds transferred by act of the last Legislature from the School to the Drainage Fund, already amounts to \$261,598 54; and it will one day reach from eight hundred thousand to a million of dollars. If it could now be restored to the holy and perpetual purposes of education, no harm or injury would occur to the counties intended to be benefitted by drainage, for no plans are yet formed, or contracts entered into; and the original Drainage Fund will

prove abundantly ample for the object in view.

If I have urged this matter with seeming pertinacity, I may plead in justification the sentiment of LA FAYETTE in the Assembly of French Notables in 1787 :—"We are summoned," he exclaimed, "to make the truth known—I must discharge my duty." Having, in the language of the Constitution, "the supervision of public instruction," and being required by law to submit to the Legislature "plans for the improvement and management of the Common School Fund," I should feel that I had unworthily shrunk from the performance of a solemn trust, had I neglected to bring this matter fully and fairly before you.— Having discharged this duty, I must leave the responsibility of the result where it justly belongs—with the representatives of the people. While other States are anxiously seeking how they may augment their School Funds, which experience is proving to be quite too inadequate for the vast mission they are expected to fulfil, we should suffer no opportunity to pass, by which we might hope to improve ours. Legislation can find no nobler object of attention than to wisely provide for the best education of the hundreds of thousands of children now in our midst, and the millions yet to follow; for if we do this faithfully, we may rest our heads quietly upon our dying pillows, with the confident assurance, that, in this particular, we have conscientiously done our part for the future moral and intellectnal well-being of the State, and the permanency of our free institutions.

#### SCHOOL FUNDS OF THE NEW STATES.

While speaking of our own School Fund, it may be interesting to recur to the School Funds, in the aggregate, of the new States generally, that we may see at a single glance with what provident forecast the General Government has treated the

younger children of the Republic—exercising an unceasing care, in this particular, that should shame some of our Western States to more vigilance in husbanding and augmenting the noble fund

confided to their keeping.

"Did I know," remarks Judge Swift in his Digest of the laws of Connecticut, "the name of the legislator, who first conceived and suggested the idea of common schools, I should pay to his memory the highest tribute of reverence and regard. I should feel for him a much higher veneration and respect, than I do for Lycurgus and Solon, the celebrated law-givers of Sparta and Athens. I should revere him as the greatest benefactor of the human race; because he has been the author of a provision, which, if it should be adopted in every country, would produce a happier and more important influence on the human character, than any institution which the wisdom of man has devised."

"The system of free schools," observes BANCROFT, "though still very imperfectly developed, has made such progress since it first dawned in Geneva and in the parishes of Scotland, that we are authorized to claim it of the future as a universal institu-. tion." In 1635, five years after the settlement of the town, the first public or common school was established in Boston. schools of Boston," nobly exclaimed Hon. Gro. S. HILLARD, "are the best jewels in her crown. If I were asked by an intelligent stranger to point out to him our most valued possessions, I would show to him-not our railroads, our ware-houses filled with the wealth of all the earth, our ships, our busy wharves and marts, where the car of commerce is ever 'thundering loud with her ten thousand wheels; but I would carry him to one of our public schools, would show him its happy and intelligent children, hushed into reverent silence at their teacher's word, or humming over their tasks with a sound like that of bees in June. I would tell him that here was the foundation on which our material prosperity was reared, that here were the elements from which we constructed the State. Here are the fountains from which flow those streams which make glad our land. The schools of Boston are dear to my heart. Though I can have no personal and immediate interest in them; though no child on earth calls me father; yet most gladly do I contribute to their support, according. to my substance; and when I see a father's eyes filled with pleasant tears as he hears the music of his child's voice linked to some strain of poetry or burst of eloquence, I can sympathise in the feeling in which I cannot share. May the blessing of Heaven rest upon our schools. They are an object worthy of all efforts and sacrifices. We should leave nothing undone which may tend to make them more excellent and more useful. For this, we should gather into our own

stores all the harvests of experience which have been reaped from other soils."

Since the planting of the first free school in Boston, the system has expanded, until it now embraces our whole wide-spread Republic. Four millions of the youth of this country are connected with the various educational institutions in the several States of the Union; their teachers number more than a hundred thousand, and the annual current expenses are estimated to be about fourteen millions of dollars.

The new States of our Union have been favored as no other country has ever been on the face of the globe. I allude to the grand conception of dedicating the sixteenth section of every township of the public domain to the perpetual benefit and furtherance of common school education; and more recently, upon the recommendation of Hon. Robert J. Walker, while Secretary of the Treasury of the United States, the granting of an additional section in each township to the newly organized States and Territories—so that under this new arrangement, California, Oregon, Washington, Utah, New Mexico, Minnesota, Kansas and Nebraska have received double the proportional amount of other Western and South Western States. It is, in the language of Hon. CALEB CUSHING, "a noble and beautiful idea of providing wise institutions for the unborn millions of the West; of anticipating their good by a sort of parental providence; and of associating together the social and the territorial development of the people, by incorporating these provisions with the land titles derived from the public domain, and making school reservations and road reservations essential parts of that policy."

Would that we knew the name of the member of the old Congress, who devised the idea, and caused it to be incorporated into the law of the land, of setting apart every sixteenth section of the public domain for a perpetual educational fund for the masses of the people. I should honor his name and memory more than those of Solon or Lycurgus; I should reverence his wisdom and patriotism as I do those of Washington and Franklin.— But history is silent. We only know, that on the 7th May, 1784, Mr. Jefferson, as chairman of a committee for that purpose, introduced into the old Congress an ordinance for ascertaining the mode of locating and disposing of lands in the Western territory, which did not, however, pass; but it contained no provision for reservations for school purposes. Mr. Jefferson then left Congress to represent our country at the Court of France.— But on the 4th of March, 1785, another ordinance for disposing of the public lands in the West, was introduced in Congressby whom, the printed Journals do not inform us; that on the 16th of the same month, it was re-committed to a committee

consisting of Pierce Long, of New Hampshire, Rufus King, of Massachusetts, David Howell, of Rhode Island, Wm. S. Johnson, of Connecticut, R. R. Livingston, of New York, Charles Stewart, of New Jersey, Joseph Gardner of Pennsylvania, John Henry, of Maryland, William Grayson, of Virginia, Hugh Williamson, of North Carolina, John Bull, of South Carolina, and William Houston, of Georgia. On the 14th of April following, this committee reported the ordinance—by whom reported, no clue is given; which after being perfected, was passed the 20th of May following, and became the foundation of the existing land

system of the United States.

By one of its provisions, the 16th section of every township was reserved "for the maintenance of public schools;" or, in: other words, one section out of every thirty-six composing each. township. This same provision was incorporated in the large land sale, in 1786, to the Ohio Company; and, the following year, in Judge Symmes' purchase. The celebrated ordinance of 1787, for the government of the Territory North-West of the river Ohio, and which confirmed the provisions of the land ordinance of 1785, further declared, that, "RELIGION, MORALITY and KNOWL-EDGE, being necessary to good government, and the happiness of mankind, Schools, and the means of Education, shall be FOREVER ENCOURAGED." From that day to the present, this noble policy has been confirmed and extended, till its blessings now reach even the distant shores of the Pacific, and FIFTY MIL-LIONS OF ACRES of the public domain have been set apart and consecrated to the high and ennobling purposes of education; together with five per cent, of the net proceeds of the sales of all public lands in each of the States and Territories in which they are situated. If wisely husbanded, what a munificent fund this is destined eventually to become; and yet, large as it may be, it will, with our rapidly increasing millions of children, prove greatly inadequate to the mighty work it is expected to perform.

It has been well remarked of Louis Philippe, late King of France, one of the most sagacious and austere of sovereigns, that he had caused to be expended forty millions of dollars for the defence of Paris, and had placed his batteries in such positions that their shots might reach every house in the city; and yet, at the very first movement of the people, he fled from his country with but a five franc piece in his pocket. So in all the mighty West, let the intellectual batteries of the school house be planted on every hill-top, with the special design of throwing educational shot into every dwelling. In this kind of defence, a defence of moral power, consists the welfare of our race, and the permanence of our free institutions; and with such a defence, we shall ever prove invincible. But to accomplish this mighty:

work successfully, we must exercise a constant and ever-jealous watch-care over our School Fund; and study earnestly, in the fear of God, and love of our race, how to make that fund susceptible of "the greatest good to the greatest number."

#### PRIMITIVE CONDITION OF OUR ANCESTORS.

There are those among us who seldom or never truly realize the manifold blessings of education, of civil and religious liberty, and of the personal comforts we in this age are permitted to enjoy. They have some vague idea that our lot is somewhat better, perhaps, than that of our forefathers; but in precisely what particular, they cannot tell. It may, therefore, be worth the while to revert to the customs of primitive times, and see if we cannot profit by contrasting them with those of our own day.

Our Saxon ancestors once roamed the forests of Europe, subsisting on a precarious supply of the spontaneous productions of nature. Rude huts and mud houses were their common abodes. Then came the oppression of Feudalism. Men with their families, unsafe longer to live in isolated houses, were forced to place themselves under some chief or feudal lord, whose vassals they became, to whom they paid tribute for the use of the soil they rudely cultivated, and whose battles they valiantly fought.

The Normans, or Northmen, from whom our English nobility boast their descent, were literally northern pirates, who in the ninth century infested the coasts of France and England, and from Rollo, their chief, descended William the Conqueror. In Saxon and Norman times, it was a very common occurrence for the children of the English peasantry to be sold in Bristol market, like cattle, for exportation, and many were thus sent to Ire-

land, and some to Scotland.

The prices of lands, products, and rentals, will afford us something of an idea of the social condition of our English ancestors a few centuries ago. In the Doomsday Book of the eleventh century, we learn that a carucate, or 100 acres of land, was valued at only 32 pence, and four carucates at ten English shillings, and sometimes at only eight shillings. By the Magna Charta, of 1215, ten pence was fixed as the price per day of a cart with two horses, and one shilling and two pence with three horses. In 1253, wheat sold for at 2s. 6d. per quarter of eight bushels; in 1248, the King paid 18s. 4d. for 37 sheep, or 6d. each; in 1256, brewers sold 3 gallons of beer for 1d.; in 1272, a laborer got a penny and a half per day, and a harvest man 2d.; and during that century, £20 was the income of an English Knight.

In 1800, wheat and barley brought 3s. 4d., and oats 1s. 8d. per quarter of eight bushels; a cow 6s.; a fat sheep 1s.; a hen

a penny and a half; a pair of shoes 4d.; and labor from one and a half to two pennies per day. In 1314, Parliament fixed the price of a fat ox at 16s.; a cow 12s.; a fat hog 3s. 4d.; a sheep 1s. 2d.; a couple of chickens 1d.; a goose 2 1-2d.; and eggs half a penny per dozen. Arable land, in Kent county, rented from 3d. to 6d. per acre; pasture at 1d.; and meadow from 4d. to 10d.

In the middle of the 14th century, wine was 4d. per gallon; wool 2s. per stone of fourteen pounds; Kendal cloth, from 3s. 4d. to 5s. per whole piece; wheat from 4s. to 6s. per quarter of eight bushels. In 1500, oats were 2s. per quarter, and wheat 6s.; ale 2d. per gallon; and labor 21-2d. to 31-2d. per day. the 16th century, in the reign of Queen Elizabeth, a house in a country town rented for 4s. to 6s. per annum, and the purchase was £5. or £6.; wheat 1s. a bushel; malt and oats 7d.; an ox 26s.; a fat sheep 2s. 10d.; claret and red port 3d. a quart; and labor 4d. to 6d. per day. During the civil wars, wheat averaged £8 12s. per quarter; at the Revolution it was £1 19s. In the seventeenth century, common laborers received 4d. per day with food, or eight pence without food, and 6d. per day was all that could be earned by the weaver by hard labor at the loom; wheat was then 50s. per quarter; native horses, though serviceable, were held in small esteem, and brought low prices, not more than 50s. each. One half of the common people in the seventeenth century ate animal food only twice a week, while the other half ate none at all, or at most not oftener than once a week. The great majority of the English people lived almost entirely on rye, barley At the accession of George III. wheat was 38s. per quarter of eight bushels, barley 20s., and oats 15s.; and labor Is. to 1s. 6d. per day.

Towards the close of the twelfth century, the use of glass in windows became common in England, prior to which paper, properly prepared with oil, was generally used as a tolerable medium for the admission of light; and to this day windows are enumerated as among the articles of luxury subject to taxation in England. The first clothing fabrics were manufactured in England in the reign of Edward III, in the 14th century, and called Kendal cloth and Halifax cloth, from the places in which they were made. In 1685, the net annual receipt from the chimney tax in Great Britain was two hundred thousand pounds, or about

nine hundred thousand dollars.

## PREVAILING IGNOBANCE OF PRIMITIVE TIMES.

Anterior to the discovery of printing and the revival of learning, the most profound ignorance reigned among the masses. From the sixth to the thirteenth century, many bishops could

not read, and Kings were scarcely able to sign their names, and hence the use of seals and sealing. These were the ages in which superstition, witchcraft and priestcraft obtained an ascendency so universal. Several centuries after Charlemagne, who died early in the ninth century, the German tribes considered no knowledge of use, but that of managing the lance and The barbarism was so great, that most of the laity, even the most distinguished, could scarcely read or write. He who was instructed in these was considered distinguished scholar, and he who obtained more knowledge, particularly in mathematics or natural science, exposed himself to the danger of being burnt as a sorcerer. Macaulay tells us, that in the twelfth or even in the fourteenth century, there was, through the greater part of Europe, very little knowledge, and that little was confined to the clergy. Not one man in five hundred could have spelled his way through a psalm.

In the time of Charles the Second, few English country squires could write their names—the peasantry, none of them. Of the wits about his court, few or none could spell with decent correctness; and the great Duke of Marlborough, we know, could scarcely spell at all. To most of the court belles, and ladies of honor, an English maunscript was all Greek; and Queen Mary, of William III, wrote of her own and husband's "crownation," for coronation. The literary stores of the lady of a manor and her daughters, generally consisted of a prayer book and a receipt book; while the English country clergyman's library was limited to a bible, prayer-book, and a well-thumbed cookery book, the latter the dowry of his wife, who had frequently

been his patron's cook.

# EARLY SCARCITY, AND HIGH PRICE OF BOOKS.

Before the art of printing, books were few, and bore an incredible price. It required the labor of two years of a faithful copyist to transcribe the Bible, and hence copies of it were very costly. Plato, who was not rich, paid 10,000 denarii, or about \$1,600, for three books of Philolaus, the Pythagorean; and Aristotle paid three Attic talents, nearly \$8,000, for a few books which had belonged to the philosopher Speusippus. Pliny refused what was equivalent to about \$16,000 for his common place book—Electorum Commentarii. When publicly exposed, books were frequently protected by chains, and in some ancient libraries, they are chained to this day; they were subjects of grave negotiation; and were only loaned to the higher orders, upon ample pledges of deposit for their safe return. We are

faculty of medicine at Paris, to deposit a valuable security, and give a responsible endorser, in order to obtain the loan of the works of Rhasis, an Arabian physician. It is not strange, therefore, that the solemn injunction was often, in former ages, written upon the fly leaf, "Cursed be he who shall steal, or tear out the leaves, or in any way injure this book." The materials upon which the earliest books were written were paper made of the Egyptian papyrus plant, the inner bark of trees, skins, palm

leaves, wood, stone, ivory, lead and other metals.

In more modern times, instances of extraordinary prices paid for books are not wanting. A copy of the Roman de la Rose was sold for about £30; a Homily, we are told, was exchanged for 200 sheep, and five quarters, or forty bushels, of wheat. The first book printed in England was by Caxton, in 1471, and bore for its title, "Willyam Caxton's Recuyel of the Historye's of Troye, by Raoul le Feure;" a copy of which, in modern times, has been knocked down at auction, to a bibliomaniac, for £1,060 18s., or nearly \$4,400. At the far-famed sale of the great Roxburg Library, in London, in 1812, a copy of the first or Valdafar edition of Boccaccio's Decameron, published at Venice in 1471, in folio, a collection of tales, written in the finest style, satirical on the monks and others, was purchased by the Marquis of Blandford, at the enormous price of 2,260 pounds sterling, or over \$10,000, when he before possessed a copy of the same edition, but which wanted five leaves-for which five leaves, as Lord Spencer observed, he might be said to have given £2,260.

### LARGE PUBLIC LIBRARIES.

When we reflect upon the comparative scarcity of books before the discovery of printing, we are amazed at the extent of the famous Alexandrian Library, of 700,000 volumes, and of other large collections of ancient times; of the twenty-eight public libraries in Rome, mentioned by Publius Victor; of the seventy public libraries which the Moors had in Spain, in the twelfth century, of which that at Cordova contained 250,000 Since the facilities for the multiplication of books by means of the press, immense libraries, have been collected in almost every part of the civilized world; among the largest of which may be mentioned, the National Library, at Paris, with its million of volumes; the British Museum, occupying nearly a square in the heart of London, with its over 800,000 volumes of books, rolls, manuscripts and pamphlets—upon which the British Government has expended over \$12,000,000, to say nothing of the value of the numerous magnificent bequests of individuals. Of this wonderful collection, the manuscript catalogue alone, which serves to give us some practical idea of its extent, comprises 628 folio volumes, from the letter A to the letter I; and, when completed, it is expected to reach well nigh 2,000 folio volumes. The largest libraries in the United States, are the Astor collection, in New York, and that of Harvard College, at Cambridge, numbering each one hundred thousand volumes.

OUR MODERN BLESSINGS-THE OBLIGATIONS THEY IMPOSE.

Let us turn from the contemplation of the social condition of our ancestors, when land in England was valued at less than a cent an acre, and cows at six English shillings a piece; when wheat brought less than four English pence per bushel, three gallons of beer commanded but a penny, and labor a penny and a half per day; and when few or none of the common people could read a letter in the alphabet. How few must then have been the comforts and luxuries of our ancestors! It may be suggested, that longevity was the reward of the simplicity of ther lives. Facts do not warrant any such conclusion. In 1685, which was not accounted an unhealthy year, more than one in every twenty-three of the citizens of London died; while at present, by the improved condition in the means and comforts of living, only one inhabitant in forty die annually—thus has

the term of human life been greatly extended.

The following graphic description, designed to represent the Englishman of moderate means at the present day, applies with equal force to a far more numerous class in our own country : "I am lodged," says the Englishman, "in a house that affords me conveniences and comforts which even a king could not command some centuries ago. Ships are crossing the seas in every direction to bring what is useful to me from all parts of the In China, men are gathering the tea leaf for me; in America, they are gathering cotton for me; in the West India Islands, they are preparing my sugar and my coffee; in Italy they are feeding the silk worms for me; in Saxony they are shearing the sheep to make me clothing; at home, powerful steam engines are spinning and weaving for me. Although my patrimony is small, I have post-coaches running day and night on all the roads, to carry my correspondence. I have roads, and canals and bridges, to bear the coal for my winter fire; nay, I have protecting fleets and armies around my happy country, to secure my enjoyment and repose. Then I have editors and printers who daily send me an account of what is going on throughout the world; and in a corner of my house, I have books the miracle of all my possessions, more wonderful than the wishing cap of the Arabian Tales; for they transport me

I can conjure up before me to vivid existence, all the great and good men of antiquity. I can make them act over again all their exploits. The orators declaim for me; the historians recite; the poets sing; and from the equator to the pole, or from the beginning of time until now, by means of my books, I can be

where I please."

How wonderful an improvement in the social condition of our race! To the invention of the art of printing, to literature, education and Christianity, are we mainly indebted for these manifold blessings. Their possession increases our obligation to transmit them to our children, not merely unimpaired, but actually augmented in number and measure. "Common sense," says Bancroft, "implies by its very name, that each individual is to contribute some share toward the general intelligence. The many are wiser than the few; the multitude than the philosopher; the race than the individual; and each successive generation than its predecessor."

#### BOOKS A NECESSITY AND A BLESSING.

Next to the Common School, we want, in an educational point of view, more and better books for the people to read; and this is the great subject I wish respectfully, yet faithfully, to urge upon the attention of the Representatives of the people. I will introduce the subject by a few citations of high authority, as to the necessity of good books, and the inestimable blessings they are calculated to confer.

"It is chiefly through books," observed the late Dr. Chan-NING, "that we enjoy intercourse with superior minds, and these invaluable means of communication are in the reach of all. the best books, great men talk to us, give us their most precious thoughts, and pour their souls into ours. God be thanked for books! They are the voices of the distant and the dead, and make us heirs of the spiritual life of past ages. Books are the true levellers. They give to all who will faithfully use them, the society, the spiritual presence of the greatest of our race. matter how poor I am. No matter though the prosperous of my own time will not enter my obscure dwelling. If the Sacred Writers will enter and take up their abode under my roof, if Milton will cross my threshold to sing to me of Paradise, and Shakspeare to open to me the worlds of imagination, and the workings of the human heart, and Franklin to enrich me with his practical wisdom, I shall not pine for want of intellectual companionship, and I may become a cultivated man, though excluded from what is called the best society in the place where I live. make this means of culture effectual, a man must select good books, such as have been written by right-minded and strongminded men, real thinkers, who, instead of diluting by repetition what others say, have something to say themselves, and write to give relief to full earnest souls; and these works must not be skimmed over for amusement, but read with fixed attention and a reverential love of truth. In selecting books, we may be aided much by those who have studied more than ourselves.

"One of the very interesting features of our times," continues Dr. Channing, "is the multiplication of books, and their distribution through all conditions of society. At a small expense, a man can now possess himself of the most precious treasures of English literature. Books, which were formerly confined to a few by their costliness, are now accessible to the multitude; and in this way a change of habits is going on in society, highly favorable to the culture of the people. Instead of depending on casual rumor and loose conversation for most of their knowledge and objects of thought; instead of forming their judgments in crowds, and receiving their chief excitement from the voices of neighbors, men are now learning to study and reflect alone, to follow out continuously, to determine for themselves what shall engage their minds, and to call to their aid the knowledge, original views, and reasonings of men of all countries and ages; and the results must be a deliberateness and independence of judgment, and a thoroughness and extent of information, unknown in former times. The diffusion of these silent teachers, books, through the whole community, is to work greater effects than artillery, machinery and legislation .-Its peaceful agency is to supercede stormy revolution. The culture, which is to spread, whilst an unspeakable good to the individual, is also to become the stability of nations.

"For many years," remarks that faithful friend of education, George B. Emerson, "and many times a year, I have passed by the shop of a diligent, industrious mechanic, whom I have often seen busy at his trade, with his arms bare, hard at work. His industry and steadiness have been successful, and he has gained a competency. But he still remains wisely devoted to his trade. During the day, you may see him at his work, or chatting with his neighbors. At night, he sits down in his parlor, by his quiet fireside, and enjoys the company of his friends.— And he has the most extraordinary collection of friends that any man in New England can boast of. William H. Prescott goes out from Boston, and talks with him about Ferdinand and Isabella. Washington Irving comes from New York, and tells him the story of the wars of Granada, and the adventurous voyage of Columbus, or the legend of Sleepy Hollow, or the tale of the Broken Heart. George Bancroft sits down with him, and

points out on a map, the colonies and settlements of America, their circumstances and fates, and gives him the early history of liberty. Jared Sparks comes down from Cambridge, and reads to him the letters of Washington, and makes his heart glow with the heroic deeds of that god-like man for the cause of his country. Or, if he is in the mood for poetry, his neighbor Washington Allston, the great painter, steps in and tells him a story, —and nobody tells a story so well,—or repeats to him lines of poetry. Bryant comes with his sweet wood-notes, which he learnt among the green hills of Berkshire. And Richard H. Dana, father and son, come, the one to repeat grave, heart-stirring poetry, the other to speak of his two years before the mast. Or, if this mechanic is in a speculative mood, Professor Hitchcock comes to talk to him of all the changes that have befallen the soil of Massachusetts, since the flood and before; or Professor Espy tries to show him how to predict a storm. Nor is his acquaintance confined to his own country. In his graver hours, he sends for Sir John Herschel from across the ocean, and he comes and sits down and discourses eloquently upon the wonders of the vast creation,—of all the worlds that are poured upon our sight by the glory of a starry night. Nor is it across the stormy ocean of blue waves alone that his friends come to visit him; but across the darker and wider ocean of time, come the wise and the good, the eloquent and the witty, and sit down by his table, and discourse with him as long as he wishes to listen. That eloquent blind old man of Scio, with beard descending to his girdle, still blind, but still eloquent, sits down with him; and, as he sang almost three thousand years ago among the Grecian isles, sings the war of Troy or the wanderings of the sage Ulysses. The poet of the human heart comes from the banks of Avon, and the poet of Paradise from his small gardenhouse in Westminster; Burns from his cottage on the Ayr, and Scott from his dwelling by the Tweed;—and, any time these three years past, may have been seen by his fireside a man who ought to be a hero with school-boys, for no one ever so felt for them; a man whom so many of your neighbors in Boston lately strove in vain to see,—Charles Dickens. In the midst of such friends, our friend the leather-dresser lives a happy and respected life, not less respected, and far more happy, than if an uneasy ambition had made him a representative in Congress, or a governor of a State; and the more respected and happy that he disdains not to labor daily in his honorable calling.

"My young friends, this is no fancy sketch. Many who hear me know as well as I do, Thomas Dowse, the leather-dresser of Cambridgeport, and many have seen his choice and beautiful library. But I suppose there is no one here who knows a neigh-

bor of his, who had in his early years the same advantages, but . who did not improve them ;—who never gained this love of reading, and who now, in consequence, instead of living this happy and desirable life, wastes his evenings with low company at taverns, or dozes them away by his own fire. Which of these lives will you choose to lead? They are both before you.

"Some of you, perhaps, are looking forward to the life of a farmer ;— a very happy life, if it be well spent. On the southern side of a gently sloping hill in Natick, not far from the place where may be still standing the last wigwam of the tribe of Indians of that name, in a comfortable farm-house, lives a man whom I sometimes go to see. I find him with his farmer's frock on, sometimes at the plough-tail, sometimes handling the hoe or the axe; and I never shake his hand, hardened by honorable toil, without wishing that I could harden my own poor hands by his side in the same respectable employment. I go out to look with him at trees, and to talk about them; for he is a lover of trees, and so am I; and he is not unwilling, when I come, to leave his work for a stroll in the woods. He long ago learnt the language of plants, and they have told him their history and their uses. He, again, is a reader, and has collected about him a set of friends, not so numerous as our friend Dowse, nor of just the same character, but a goodly number of very enter-taining and instructive ones; and he finds time every day to enjoy their company. His winter evenings he spends with them, and in repeating experiments which the chemists and philosophers have made. He leads a happy life. Time never hangs heavy on his hands. For such a man we have an involuntary respect.

On the other side of Boston, down by the coast, lived, a few years ago, a farmer of a far different character. He had been what is called fortunate in business, and had a beautiful farm and garden in the country, and a house in town. Chancing to pass by his place, some four or five years ago, I stopped to see him. And I could not but congratulate him on having so delightful a place to spend his summers in. But he frankly confessed he was heartily tired of it, and that he longed to go back to Boston. I found that he know nothing about his trees, of which he had many fine ones, -for it was an old place he had bought,-nor of the plants in his garden. He had no books, and no taste for them. His time hung like a burden on him. He enjoyed neither his leisure nor his wealth. It would have been a blessing to him if he could have been obliged to exchange places with his hired men, and dig in his garden for his gardener, or plough the field for his plough-man. He went from country to town, and from town to country, and died, at last, weary and sick of life. Yet he was a kind man,

and might have been a happy one but for a single misfortune—he had not learned to enjoy reading. The love of reading is a blessing in any pursuit, in any course of life;—not less to the merchant and sailor than to the mechanic and farmer. What was it but a love of reading which made of a merchant's apprentice, a man whom many of you have seen and all heard

of, the truly great and learned Bowditch?"

"If I were to pray for a taste," remarked the learned Sir John Herschel, "which should stand me in stead, under every variety of circumstances, and be a source of happiness and cheerfulness to me through life, and a shield against its ills, however things might go amiss, and the world frown upon me, it would be a taste for reading. Give a man this taste, and you place him in contact with the best society in every period of history—with the wisest, and the wittiest, with the tenderest, the bravest, and the purest characters which have adorned humanity. You make him a denizen of all nations—a contemporary of all ages. This world has been created for him. It is hardly possible but that his character should take a higher and better tone from the constant habit of associating with a class of thinkers, to say the least of it, above the average of human nature."

"Books," says Dr. Edwards, "are the great store-houses of the knowledge which the observation, experience and researches of successive generations have been accumulating. They offer to us the intellectual wealth which myriads of laborers have been gathering, with painful toil, for thousands of years." "If all the riches of both the Indies," exclaims Fenelon, "if the kingdoms of Europe were laid at my feet, in exchange for my love of reading, I would spurn them all."

"The working man," says Rufus Choate—"by whom I mean the whole brotherhood of industry—should set on mental culture, and that knowledge which is wisdom, a value so high only not supreme—subordinate alone to the exercises and hopes of religion itself. And that is, that therein he shall so surely find rest from labor; succor under its burdens; forgetfulness of its cares; composure in its annoyances. It is not always that the busy day is followed by the peaceful night. It is not always that fatigue wins sleep. Often some vexation outside of the toil that has wasted the frame; some loss in a bargain; some loss by an insolvency; some unforseen rise or fall of prices; some triumph of a mean or fraudulent competitor; 'the law's delay, the proud man's contumely, the insolence of office, or some one of the spurns that patient merit from the unworthy takes' - some self-reproach, perhaps - follow you within the door; chill the fire-side; sow the pillow with thorns; and the

dark care is lost in the last waking thought, and haunts the vivid dream. Happy, then, is he who has laid up in youth, and held fast in all fortune, a genuine and passionate love of reading. True balm of hurt minds; of surer and more healthful charm than 'poppy or mandragora, or all the drowsy syrups of the world'—by that single taste, by that single capacity, he may bound in a moment into the still region of delightful studies, and be at rest. He recalls the annoyance that pursues him; reflects that he has done all that might become a man to svoid, or bear it; he indulges in one good, long, human sigh, picks up the volume where the mark kept his place, and in about the same time that it takes the Mahommedan in the Spectator to put his head in the bucket of water and raise it out, he finds himself exploring the arrow-marked ruins of Nineveh with Layard; or worshipping at the spring head of the stupendous Missouri, with Clark and Lewis; or watching with Columbus for the sublime moment of the raising of the curtain from before the great mystery of the sea; or looking reverentially on while Socrates—the discourse of immortality ended—refuses the offer of escape, and takes in his hand the poison, to die in obedience to the unrighteous sentence of the law; or, perhaps, it is in the contemplation of some vast spectacle or phenomenon of Nature that he has found his quick peace—the renewed exploration of one of her great laws—or some glimpse opened by the pencil of St. Pierre, or Humboldt, or Chateaubriand, or Wilson, or the 'blessedness and glory of her own deep, calm, and mighty existence."

"Libraries for the people are wanted," exclaims LAMARTINE, the humane statesman of France. "These libraries must be in the people's hands—in the hands of the women, the girls, and the children, by each fireside. In their evening hours, in rain, in winter, when out of work, and on Sunday, they must find at home, that centre of affection and virtue, the beneficial, hightoned, poetical, historical, political, philosophical, religious, interesting, exciting, and pleasing communion with the minds which, in all ages, have best understood, felt, written, or sung the human heart and the human intellect; these books must be the host, the visitors, the guests and the friends of the workman's home. They must take up little room; they must cost little; they must adapt themselves to the manners, the fortune, and the simplicity of the family in which they are admitted. They must even enter it gratuitously, like the air, the sunlight, or the sweet perfume of the garden."

# THE POWER AND INFLUENCE OF BOOKS ON THE YOUNG.

It is almost impossible to over-estimate the influence of books and libraries on the minds of children. The constant activity of the human intellect is known to all; we could not cease thinking if we would. This has suggested the following ingenious calculation: Suppose the thoughts of a child ten years old, if written down and printed, would make a page of a book every hour—and this is by far too moderate an estimate—and this thinking process continues fifteen hours a day. Then estimating 300 pages for an ordinary volume, every twenty days' thoughts would produce a volume; or a little over eighteen volumes a year, or in fifty years over nine hundred volumes. What a library! What an amazing number of thoughts pass through every person's mind. The irresistable inference is plain, that a proper and plentiful supply of food for thought ought early to

be supplied.

"Seldom, very seldom," remarks an observing writer, "does one who is fond of reading, and who therefore employs his leisure moments in this delightful occupation—seldom does such a one engage in unbefitting, or vicious pursuits; seldomer still, does one fond of reading come to a disgraceful end. 'The idle man's brain is the devil's workshop,' says an old proverb. How important, then, that parents, every where, see that this deceiver does not find 'apartments to let' in their families. Then, in conversation, mark the difference between the reading boy or girl, and the one who is debarred from books. has a thousand topics to occupy the thoughts when no company is by,—to lighten toil and make it pleasant, or to fill up an otherwise idle hour,—to ponder over, as he runs on errands, or sits waiting for business; while the other, probably for the want of something else to think about, is allowing his mind to run riot in forbidden subjects, or engaging his hands in deeds of mis-And when conversation is allowed, what stale, flat, profitless chit-chat consumes the precious hours,—neither giving nor receiving any useful or truly pleasing information."

"Books," said the Rev. Mr. Hoppin, in his address at the dedication of Plummer Hall, at Salem, "books and a public library will make readers. There are few springs of public education of more worth and depth than the library. The private library which nourishes but one family, distinguishes a house from others that have no books, more than upholstery or gilt ceilings. There is light in that house, and the rest are but gloomy Egyptian palaces. Where there are books in a house, you might as well try to keep a bright child from them, as to keep the roots of a willow tree from running to the water. The

best mind of youth is drawn irresistably to literature. library is a kindling place. It has sometimes awakened genius.

"A young man whom God has made for a great mathematician, enters a library. He wanders from shelf to shelf. He takes down a volume of poctry; it seems to him like a world of shadows: its dark sentences and cloudy language present nothing substantial; he puts it back, half in wonder, half in disgust .-He takes up an historical work. This, it may be, holds him longer, but he finds it difficult to come at some simple fact which his clear mind is ever seeking through the rhetoric of the author. He doubts as he reads. He happens, perhaps, next upon a book of geometry. He comprehends little, but his attention is caught by the niccty of every figure, the precision of every word. He is entangled and absorbed by these sharp cut lines and diagrams, and his rapid eye and accurate thought are charmed by the logical and progressive march of every sentence. He cannot get away from that book. He must understand it. Something tells him that the spring of power has been touched, that the in-ner susceptibility has found its corresponding object. He is not satisfied till he is introduced to this new world of positive

demonstration and abstract truth."

Books and libraries, it is said, are a kindling place, and that they have sometimes awakened genius. Nay, this is too tame; they have done it many a time and oft. While the great Sir Isaac Newton was yet a youth, and was sent to market by his mother with the produce of the farm, the young philosopher left a trusty servant to manage the sales, while he himself employed his time in reading, thus paving the way for his illustrious discoveries in science; referring to which, when made, he said with singular humility, "To myself I seem to have been as a child playing on the sea-shore, while the immense ocean of truth lay unexplored before me." There is the story of Franklin, familiar to all, that such was his youthful thirst for knowledge, he afterwards regretted that more proper books than those in his father's scanty library had not fallen in his way; and yet few and inappropriate as they were, they laid the foundation of a mighty power for the development of human science, human liberty and human happiness. Rittenhouse, "with but two or three books," and without the least instruction, acquired so considerable a knowledge of the mathematical sciences, as to be ablo to read the Principia of Newton, and became one of the most learned astronomors of his age. When the Duke of Argyle happened to find his young gardener, Stone, afterwards so celebrated as a mathematician, reading Newton's Principia, in Latin, he, in amazement enquired, how he had made such acquisitions? The gardener boy replied, "A servant taught me to read," and then

innocently asked, "does one need to know anything more to learn everything else?" Goethe's peculiar genius, it is said, was called forth to life by hearing the Vicar of Wakefield read by a fellow student; and Gibbon was drawn to the study of history, by reading the historical books in his grandfather's library. Patrick Henry, the unrivalled orator of freedom, is thought by his accomplished biographer, to have had his love of liberty inspired, and his dormant faculties quickened, by the grandeur of the Roman character, the vivid descriptions and eloquent harangues, so beautifully and strikingly set before him in Livy, his favorite author. Roger Sherman, the shoemaker, who became one of the most useful statesmen of his age, educated himself at the bench and at the fireside; and to books was he mainly indebted for his great success and usefulness in life, The modern historian Neibuhr is said, when but a boy of seven, to have had his earnest passion for literary studies kindled, by chancing to hear Macbeth read in the library of a friend of his father. Hugh Miller, the celebrated harmonist of the Mosaic and Geological records of creation, whose early education was scarcely more than a faculty for ready-reading, speaks gratefully, in the narrative of his early opportunities, of the powerful impulse imparted to his youthful mind, by a few old volumes which fell in his way. And the early educational advantages of Elihu Burritt, who has mastered upwards of fifty languages, were limited to the common school and a social library in his neighborhood, The recently deceased Benjamin F. Butler, formerly Attorney General of the United States, is said to have had his youthful ambition stimulated to noble aims by reading the life, writings and maxims of the great Franklin, after whom he was named.

How often do we find in the cases of self-made men, that the reading of some chance volume inspired some latent thought, or prompted some noble resolve, that led the way to a distinguished career of fame and usefulness. And such, in the nature of things, must always be the happy consequences of choice and plentiful reading for the young, at a period when their minds, like twigs, may be easily guided; and thus the conscience and intellect may be properly trained, and the grosser passions supplanted. Not unfrequently circumstances, often trivial in themselves, give bent to a child's character, and change the whole current of his existence. And nothing has had, or can in future be supposed to have, a more powerful influence in this direction, than books—books replete with the noblest teachings of wisdom, and the highest incentives to public and private vir-

#### SCHOOL LIBRARIES THE GREAT WANT OF WISCONSIN.

None can doubt the desirableness and utility of good books. A single book, or half a dozen books, will not answer the purpose. We want libraries. It has been truly said, that the conception of the Library, the assembling in one room, and ranging side by side, all the wisdom of the past, and its preservation unhurt by the ravages of time, completes the beneficence of the inventions of language and letters, and makes, and alone makes, any great thought uttered or written, the common property of mankind. For general reading, such libraries need not necessarily be large; a selection of modern books, which contain the real staple of intellectual life, may be made within a Such a collection, wisely chosen, centrally reasonable compass. located, and freely circulated and read, would go on its daily mission of light, and love and intelligence to bless hundreds of families and thousands of minds. But few individuals are able to procure such libraries. It may also be said, that individuals as such do not build school houses nor churches, canals nor railroads; these are done by associated effort. In matters of great public concern, such as the protection of society, and the education of the people, Government, which is but the expression of the aggregation of the people, steps forward and does the work, or leads off in the enterprise. And this is the way in which libraries may, and should, be economically provided. Let them be School LIBRARIES—a part and parcel of the educational system of the State, for the joint benefit of the old and the young. This is no mere theory. It has been tried in many of our States; and wherever faithfully tried, has always proved successful. We have yet had no such faithful trial in Wisconsin; nor is it to be wondered at, for in the infancy of our State, our people could not be expected at once to provide for all the intellectual wants of themselves and their children.

The subject of School Libraries, when properly considered, cannot but enlist the earnest sympathies and activities of our people. Our first great duty is, unquestionably, to teach our children to read—thus providing for them a knowledge productive of one of the highest sources of human happiness. And our next duty, scarcely less important, is to provide them with proper books to gratify and improve the taste they early acquire for reading. "It is in vain," writes the learned and eloquent EDWARD EVERETT, "that children are taught to read, if they have no access to good books,—worse than in vain, if they are furnished with nothing better than the wretched trash in tawdry binding, which is carried round by the peddlers."

Not less to the point are the suggestive utterances of the dis-

tinguished Rev. Dr. Francis Wayland, now more than forty years engaged in the great work of American education. "Our system of general education," he writes, "seems to render some provision for furnishing abundant and good reading an imperative duty. To teach our people to read, is to accomplish but half our work; or, rather to leave our work unfinished precisely at the point where what we have done may prove a curse instead of a blessing. We can only realize the benefits of our system of general education, when we not only teach the people to read, but also furnish them with such reading as shall cultivate the intellect, and improve the heart. When this shall have been done for our whole country, and it will be done in all the free States, a population will rise up among us such as the world has never yet seen."

We teach our children in their infancy to eat, and as they grow up we provide them with trades and teach them occupations by which to obtain their daily bread. We teach them in their childhood how to read—and shall we not also at the same time, furnish them proper reading matter, so that while they are growing up they may carefully cultivate this noble talent for wise and not ignoble purposes? Considered in any proper point of view, School Libraries are, in very deed, the great intellectual want of our State—a want inherently connected with our system of popular education, and so connected by our Constitution, our laws, and by the fitness of things, as well as by

the universal consent and approval of our people.

#### THE KIND OF BOOKS NEEDED.

For School Libraries, we are generally apt to say, that books are needed to suit all capacities, to meet the wants of all classes of community. And this is correct. Yet the primary object should not be forgotten, to provide suitable books for the youth of both sexes, from their earliest ability to read up to the age of twenty. This is the public educational limit, and School Libraries are but auxiliaries of the system of popular education; and this is the formative period of character. To select the proper kind of mental food—the School Libraries—for the children of a whole State, as well as the reading in a great measure for their parents, would be a labor of vast responsibility; for from such libraries, the most momentous consequences would be likely to result. What, then, are the kinds of books needed?

"In the history of the early life of any one," remarks President BARKER, of Alleghany College, "the imagination is far more vigorous and lively than the rational faculty. Long be-

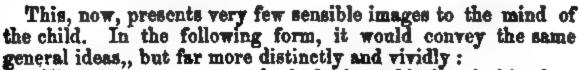
fore we are capable of any sustained effort of reasoning, we listen with inexpressible delight to narratives of 'moving incidents by flood and field,' with slight discrimination between truth and falsehood, or even between that which is conformable to nature, and that which is preternatural and impossible. The imagination draws its inspiration primarily from the senses, and hence narrative and descriptive compositions must form the staple of every collection of books that children will read with interest, and that will permanently affect their principles and conduct. In a narrative, the truth is clothed with flesh; it lives, it speaks to us as a familiar friend; we are permitted to look at its features, to grasp its hand in sincere friendship, and call it ours by the fondest names and recollections. Examples, and associations which make examples prevalent, almost infinitely outweigh any array of precepts, however judicious; and hence all professedly didactic essays might as well be omitted from a catalogue of books to be read voluntarially by school children. History, and biography, books of travel, popular descriptions of the kingdoms of nature, especially of animal life, and the applications of science to art, whether useful or ornamental, comprise most of the works which should find admission to the shelves of a public school library. If to these be admitted a judicious admixture of works of fiction and imagination, such as are true to mature and to morality, both in action and sentiment, such as are neither above nor below the capacity of youth, and, above all, that have a high philosophical meaning, threading upon a narrative not too gross the pearl of wisdom both practical and speculative, -such a library completes the circle of that knowledge which youth will seek voluntarily for its own sake. If a very important function of the public shool, is the inculcation of virtuous principles and the formation of virtuous habits, the literature of the library should correspond with this idea of their character. A large portion of the library, especially that part of it designed for the use of the more juvenile pupils, should be selected with direct reference to the influence which it will have upon babits and principles. Especially should the public authorities take care that no book containing loose or vicious principles, and even that no book merely neutral on moral questions, be placed in the hands of the children of the public schools. While discussion on the vexed questions that divide Christians into parties, is forbidden within the walls of a room dedicated to the common benefit of all classes of religionists,—it is by no means forbidden to inculcate that morality which all alike deem to be obligatory, nor the principle on which it rests,—obedience to the will of God, revealed in the Holy Scriptures. Entertaining narratives, enforcing the first great commandment, supreme love to God, and the conscientious performance of relative duties, are a necessary part of every complete library for youth; and, least of all, should they be excluded from that library which is to instruct the youth of the nation in the theory and practice of virtue."

"A library of good books," said Hon. HENRY BARNARD in his Rhode Island School Report of 1845, "selected in reference to the intellectual wants of the old and the young, should be . provided in every village. To create a taste for reading should be a leading object in the labors of teachers and lecturers. that the school, even the best, where so much is to be done in the way of disciplining the faculties,—all that the ablest lecture, when accompanied by illustrations and experiments, can do, towards unfolding the many branches of knowledge, and filling the mind with various information, is but little, compared with the thoughtful perusal of good books, from evening to evening, extending through a series of years. These are the great instruments of self-culture, when their truths are inwrought by reflection into the very structure of the mind, and made to shed light on the daily labors of the work-shop. There should be a due proportion of books of science and useful knowledge, of voyages, travels, and biography, and a good supply of judiciously chosen works of fiction. It has been a great mistake heretofore, in selecting books for public libraries, as well as in providing courses of lectures, intended merely for the poorer and working classes, to suppose that scientific and purely useful knowledge should be almost the exclusive objects of attention. The taste for reading and lectures of this character, must first be created, and the ability to follow a continuous train of thought, whether printed or spoken, must be imparted by a previous discipline. This taste and ability are too often wanting, The books and lectures, therefore, should be very interesting, and calculated to create a taste for further reading and inquiry.'

JACOB ABBOTT, by the following contrast of three ways of telling the same story, has happily illustrated the narrative and descriptive style of addressing the minds of children through the senses—or, in other words, presenting everything in such a way that it may convey vivid pictures to the mind, and hence

leave the most enduring impressions:

"A man had a fine dog, and he was very fond of him; he used to take a great deal of care of him, and gave him all he wanted; and, in fact, he did all he could to make him comfortable, so that he should enjoy a happy life. Thus he loved his dog very much, and took great pleasure in seeing him comfortable and happy."



"There was once a man who had a large black and white dog, beautifully spotted. He made a little house for him, out in a sunny corner of the yard, and used to give him as much meat as he wanted. He would go and see him sometimes, and pat his head, while he was lying upon his straw in his little house. He loved his dog."

Would you give still more point to the story, let your style be abrupt and striking, and give the reins entirely to the imagination. Suppose the narrator, with a child on each knee, be-

gins thus:

"A man, one pleasant morning, was standing upon the steps of his door, and he said, 'I think I will go and see my dog, Towser.

"Now, where do you think this dog, Towser, lived?"
"I don't know," will be the reply of each listener, with a

face full of curiosity and interest.

"Why, old Towser was out in a little square house which his master had made for him in a corner of the yard. So he took some meat in his hand for Towser's breakfast. Do you think he took out a plate, and a knife and fork?

"This man was very kind to Towser; his beautiful, spotted, black and white Towser;—and when he got to his house, he

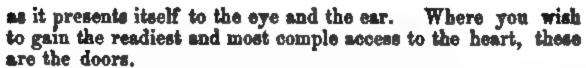
opened the door, and said:

"'Towser, Towser, come out here, Towser.'

"So Towser came running out, and stood there wagging his tail. His master patted him on the head. You may jump down on your hands and feet, and I will tell you exactly how it was. You shall be Towser. Here, you may get under the table, which will do for his house. Then I will come and call

you out, and pat you on the head," etc., etc.

No one at all acquainted with children need be told how much stronger an interest the latter style of narration would excite. And the difference is, in a philosophical point of view, that the former is expressed in abstract terms, which the mind comes to appreciate fully only after long habits of generalization; in the latter, the meaning comes through sensible images, which the child can picture to himself with ease and pleasure, by means of those faculties of the mind, whatever they may be, by which the images presented by the senses, are perceived. at first, and afterwards renewed through the magical stimulus of language. This is the key to one of the great secrets of interesting children, and in teaching the young generally. Approach their minds through the senses. Describe everything



And Mr. Abbott's idea of interesting children by descriptive narrative applies more forcibly to juvenile books, than even to conversation—for the former have not the living tones of the human voice to bring to their aid. Books, then, for children, should be eminently suited to their capacities, and written in an earnest, life-like simplicity—true to nature, and true to morality. No dry, tedious homilies will ever attract their attention, or benefit their intellect.

History and Biography.—It has been properly remarked, "that individuals preceded nations. The picture of the former is more easily comprehended than that of the latter, and is better adapted to awaken the curiosity, and interest the feelings of a child. Biography should, therefore, form the principal topic of elementary history; and the great periods into which it is naturally and formally divided,—and which must be distinctly marked,—should be associated with the names of some distinguished individual or individuals. The life of an individual often forms the leading feature of the age in which he lived, and will form the best nucleus around which to collect in the youthful mind the events of an age or the history of a period."

"Histories make men wise," says Lord Bacon. "History," says Hon. E. Ryerson, Chief Superintendent of Public Instruction for Upper Canada, "History delineates the eventa which have marked the progress of mankind. He that knows history adds the experience of former ages to his own. He lives the life of the world. Especially he learns the origin and character of his country's laws and institutions, the sources of its prosperity, and therefore the means and duties required for

"By the study of history, of philosophy, and of the classics," says LIEBIG, "we obtain a knowledge of the intellectual world, the laws of thought, of mental inquiry, and of the spiritual nature of man. Whilst we hold communion with the spirits of the great and good of all ages, we derive from the experience of past centuries the power of soothing and governing the passions, and of softening the heart: we are enabled to comprehend man as he exists at the present time, since his moral nature remains ever the same. We are taught to embellish and present, in the most engaging form, the principles of truth, of justice and of religion, and thus to make the most enduring impression upon the minds of others."

"It is because God is visible in history," says BANCROFT, "that its office is the noblest except that of the poet. The poet

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is at once the interpreter and the favorite of Heaven. catches the first beam of light that flows from its uncreated source. He repeats the message of the Infinite, without always being able to analyze it, and often without knowing how he received it, or why he was selected for its utterance. To him, and to him alone, history yields in dignity; for she not only watches the great encounters of life, but recalls what had vanished, and partaking of a bliss like that of creating, restores it to animated The mineralogist takes special delight in contemplating the process of crystalisation, as though he had caught nature at her work as a geometrician; giving herself up to be gased at without concealment such as she appears in the very moment of exertion. But history, as she reclines in the lap of eternity, sees the mind of humanity engaged in formative efforts, constructing sciences, promulgating laws, organizing commonwealths, and displaying its energies in the visible movement of its intelligence. Of all pursuits that require analysis, history, therefore, stands first. It is equal to philosophy; for as certainly as the actual bodies forth the ideal, so certainly does history contain philosophy. It is grander than the natural sciences; for its study is man, the last work of creation, and

the most perfect in its relations with the Infinite."

In studying man, in studying history, we must study representative men, and representative events. In our School Libraries, we need, therefore, works that will tell us, in a truthful, captivating manner, the story of Xerzes, Cyrus, Alexander, Hannibal, Casar, and other heroes of ancient times, of the crusades and the middle ages; the revival of learning; of Great Britain, France, Germany, Norway, and other European countries, whence our fathers migrated; the discovery of the New Yorld by Columbus, whose ungrateful sovereign suffered him to die in chains, persecuted and broken-hearted; of Galileo, the inventor of the telescope, who, when he declared of the earth that "It does move," was imprisoned the closing years of his life for uttering such a supposed impious thought; of Newton, the discoverer of the laws of gravitation; of Franklin, who, with his kite, snatched the lightening from Heaven, and demonstrated its identity with the electric fluid; the settlement and sufferings of the Pilgrim fathers on the bleak shores of New England; the heroic Captain John Smith, the settlement of Virginia, and the remarkic story of the levely Indian Princess, Pocahontas: of Lord Baltimore, who planted the Catholic colony of Maryland, of Roger Williams, who, with his persecuted Baptist adherents, founded the colony of Rhode Island, of William Penn, with his Quaker settlement of Pennsylvania. mon proclaiming religious liberty and the freedom of conscience:

of the founding of Georgia by Oglethorpe; the story of De-Soto and his steel-clad warriors, while in quest of gold, discovering the Mississippi; the adventures of Marquette, La Salle and De Tonty; of Washington, Greene, Marion and their compatriots, defending the liberties of their country; of Boone, the early explorer of Tennessee and Kentucky, and of Clark, the gallant conqueror of the great North-West; of Arkwright, the inventor of the spinning jenny, which has added millions to the wealth and trade of England; of Watt, the improver of the steam-engine; of Whitney, the inventor of the cotton-gin, which has trebled the value of all the cotton lands, in our country, and led to a vast diminution of the cost of the necessary clothing of. millions of the human race; of Godfrey and Hadley, the inventors of the quadrant; of Fulton, Fitch and Rumsey, the inventors of steamboats; of Morse, the inventor of the electric telegraph; and the story of the infant settlement and wonderful growth of the States of our Republic, the principles upon which our government is founded, and the hopes upon which its stabil-

ity rests. "The chill of penury," says President BARKER, "broken health, religious bigotry, the most adverse circumstances, have yielded to the unconquerable will of the youthful devotee of knowledge. Or rather, instead of dispiriting, they have developed the resources, the innate energy of the soul kindled with, the celestial fire of genius; it has risen superior, apparently, to the decree of Providence appointing its allotment; it 'las spurned its fetters, it has asserted the majesty of intellect, and mankind have, with one voice, admitted the validity of its, pretensions. Can we over-estimate the impression which the perusal of the memoirs of such men will produce on the susceptible mind of early youth?—Will not the example haunt the memory by night, as well as by day?—Will it not inspire emulation, and a generous rivalry—a heroic purpose, ourselves to fill a niche in the pantheon of history? Was it not thus, that the youthful Themistocles exclaimed, that 'the trophies of Miltiades would not suffer him to sleep?' That Alexander prized above all the iterature of his age, the Iliad of Homer; and that, in our day, Napoleon daily perused some portion of Plutarch's Lives. I say it without fear of successful contradiction, that example is the most edifying counsel, the most attractive influence, often the most lucid instruction, ever addressed to the youthful mind. If so, a library enriched with the lives of those who have made themselves a blessing to mankind, by the light of their intelligence and virtue, will instil love of truth and goodness with silent but irresistible energy."

Books of Travel.—Works of this class are full of incident,

depicting the customs, modes of life, and national peculiarities of people of all countries. Such works as the travels of Marquette, Cook, Ledyard, Lewis and Clark, Dwight, Silliman, Layard, Livingstone, Lynch, Fremont, Kane and Bayard Taylor, possess an interest as enduring as the English language.

Astronomy.—"No branch of knowledge," says EVERETT,

Astronomy.—"No branch of knowledge," says EVERETT, "can surely claim precedence of astronomy. No other science furnishes such a palpable embodiment of the abstractions which lie at the foundation of our intellectual system; the great ideas of time, and space, and extension, and magnitude, and number, and motion, and power. How grand the conception of the ages on ages required for several of the secular equations of the solar system; of distances from which the light of a fixed star would not reach us in twenty millions of years; of magnitudes compared with which the earth is but a foot-ball; of starry hosts, suns like our own, numberless as the sands on the shore; of worlds and systems shooting through the infinite spaces, with a velocity compared with which the cannon-ball is a way-worn,

heavy-paced traveller!

"The heavenly hosts! There they shine and there they move, as they moved and shone to the eyes of Newton and Galileo, of Kepler and Copernicus, of Ptolemy and Hipparchus; yea, as they moved and shone when the morning stars sang together, and all the sons of God shouted for joy. All has changed on earth; but the glorious heavens remain unchanged. The plough passes over the site of mighty cities, the homes of powerful nations are desolate, the languages they spoke are forgotten; but the stars that shone for them are shining for us; the same eclipses run their steady cycle; the same equinoxes call out the flowers of spring and send the husbandman to the harvest; the sun pauses at either tropic as he did when his course began; and sun and moon, and planet and satellite, and star and constellation and galaxy, still bear witness to the power, the wisdom, and the love which placed them in the heavens, and upholds them there."

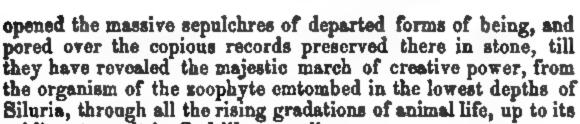
Natural History and Physiology.—"Every clime is tasked," observes Bancroff, "to enlarge the boundaries of knowledge. Minerals that lie on the peaks of the Himalayas, animals that hide in the densest jungles of Africa, flowers that bloom in the solitudes of Sumatra, or the trackless swamps along the Amazon, are brought within the observation and domain of science.

"With equal diligence the internal structure of plants and animals has been subjected to examination. We may gaze with astonishment at the advances which the past fifty years have made in the science of comparative physiology. By a most laborious and long continued use of the microscope, and by a vast

number of careful and minute dissections, man has gained such insight into animal being, as not only to define its primary groups, but almost to draw the ideal archetype that preceded their creation. Not content with the study of his own organization and the comparison of it with the Fauna of every zone, he has been able to count the pulsations of the heart of a caterpillar; to watch the flow of blood through the veins of the silkworm; to enumerate the millions of living things that dwell in a drop of water; to take the census of creatures so small, that parts of their members remain invisible to the most powerful microscope; to trace the lungs of the insect which floats so gayly on the limber fans of its wings, and revels in the full fruition of its transcendent powers of motion."

Chemistry. — How wonderful, how varied, and how useful is a knowledge of chemistry. Earths and alkalis, touched by the creative wire of electricity, start up into metals that float on water, and kindle in the air. Chemistry explains the formation of clouds, rain, mist, snow, water-spouts, and other atmospheric phenomena; treats of the great combinations of nature, which produce volcanoes, earthquakes, deluges, minerals; it acquaints us with the best means of constructing and arranging our habitations, so as to render them healthy, of examining and adjusting the air which we must breathe in them, guarding against contagious diseases, selecting and preparing wholesome food, drink, and clothing, discovering and explaining the influence of occupation, fashion and customs on health and longevity; it treats of the nature of plants and soils, their mutual adaptation, the laws of production, and the nature and use of manures; and its applications to the arts, manufactures, agriculculture, household economy, the health and happiness of our race, are most extensive, interesting and important. School Library should possess popular works on a subject so varied and useful in all the affairs and interests of every-day life.

Geology.— This science is full of interest and profit to our race. It has faithfully pointed out the localities of precious and useful metals and coal, which have added unnumbered millions to the comfort and wealth of the civilized world. "The geologist," says Bancroff, "has been able to ascertain, in some degree, the chronology of our planet; to demonstrate the regularity of its structure where it seemed most disturbed; and where nature herself was at fault, and the trail of her footsteps broken, to restore the just arrangement of strata that had been crushed into confusion, or turned over in apparently inexplicable and incongruous folds. He has perused the rocky tablets on which time-honored nature has set her inscriptions. He has



sublimest result in God-like man."

Electricity .- " Of the nature of electricity," says BAN-CROFT, "more has been discovered in the last fifty years than in all past time, not even excepting the age when our own Franklin called it from the clouds. This serial invisible power has learnt to fly as man's faithful messenger, till the mystic wires tremble with his passions, and bear his errands on the wings of lightning. He divines how this agency which holds the globe in its invisible embrace, guides floating atoms to their places in the crystal; or teaches the mineral ores the lines in which they should move, where to assemble together, and where to lie down and take their rest. It whispers to the meteorologist the secrets of the atmosphere and the skies. For the chemlet in his laboratory it perfects the instruments of heat, dissolves the closest affinities, and reunites the sundered elements. It joins the artisan at his toil, and busily employed at his side, this subtlest and swiftest of existences tamely applies itself to its task, with patient care reproduces the designs of the engraver or the plastic art, and disposes the metal with a skillful delicacy and exactness which the best workman cannot rival.-Nay, more: it enters into the composition of man himself, and is ever present as the inmost witness of his thoughts and volitions."

Of Natural and Intellectual Philosophy, of Botany, and other interesting subjects, it is not necessary to speak in detail .-When presented in popular forms, they cannot fail to interest, enlighten and strengthen the youthful mind. In both the natural and mental world, we find abundant sources of the noblest attraction, and of the highest utility to our race. Let books on these and kindred subjects, properly popularized, and stripped of technicalities, he placed where children and their parents can everywhere have free and convenient access to them, and it would be impossible to estimate the happy results of a few brief

years' experience.

The time was when even the learned Bacon thought the stump of a beech tree had been known to put forth a birch, and when the great philosopher Kepler believed that the planets were monstrous animals — errors from which those giant minds could not divest themselves, but which the veriest school boy now knows to be absolutely impossible. "The collective man of the future," suggests BANGROFT, "will see further, and see more

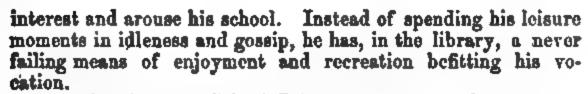
clearly, than the collective man of to-day, and he will share his superior power of vision and his attainments with every one of his time. Thus it has come to pass, that the child now at school could instruct Columbus respecting the figure of the earth, or Newton respecting light, or Franklin on electricity; that the husbandman or the mechanic of a Christian congregation solves questions respecting God and man, and man's destiny, which perplexed the most gifted philosophers of ancient Greece."

### SOME OF THE SPECIAL BENEFITS OF SCHOOL LIBRARIES.

There are several special benefits to be derived from a general system of School Libraries, that deserve particular notice-

1. Standard histories would inform us of the different countries and ages, of the men and the women, to whom we are indebted as a nation for our success, our knowledge, and prosperity. "Our land," says BANCROFT, "is not more the recipient of the men of all countries than of their ideas. late the past of any one leading nation of the world, and our destiny would have been changed. Italy and Spain, in the persons of Columbus and Isabella, joined together for the great discovery that opened America to emigration and commerce; France contributed to its independence; the search for the origin of the language we speak carries us to India; our religion is from Palestine; of the hymns sung in our churches, some were first heard in Italy, some in the deserts of Arabia, some on the banks of the Euphrates; our arts come from Greece; our jurisprudence from Rome; our maritime code from Russia; England taught us the system of Representative Government; the noble Republic of the United Provinces bequeathed to us in the world of thought, the great idea of the toleration of all opinions; in the world of action, the prolific principle of a Federal union. Our country stands, therefore, more than any other, as the realization of the unity of the race."

2. Teachers would be improved, and they, in turn, would still more improve their pupils. "In the first place," remarks Prof. Daniel Read, now of our State University, "the teacher will be improved in the standard of his qualifications. No one is fit to be a teacher who is not himself a learner. This is a pre-requisite to all success. Unless the teacher is a learner, he cannot have the spirit of his profession; he cannot be an earnest man in his work; unless his own mind is quickened and made active by thought and study, he is wholly unfit to stir up and energize the minds of others. In the library, he has constantly before him a stimulant to his own improvement; and he can bring forth from this treasure-house things new and old to



"Besides, in every School Library, there would, of course, be placed the standard works on the theory and art of teaching. Thus the best and most improved methods of conducting a school are brought directly to his attention and knowledge—the means of governing a school-of banishing inertness and the stupid routine of drawling lessons. Above all, his own mind will be stirred up, and he will be brought to think for himself, as well as to avail himself of the aids of others. How should the young teacher, male or female, without experience, know how to conduct the school, and with what eagerness will aid and instruction be sought from the best books. It is a common topic of complaint here and everywhere, that well qualified teachers cannot be had for our schools. What shall be the remedy? This has been a subject of earnest inquiry in our State Legislatures, and among our eminent educators. Some of the States have established Normal Schools at a vast expense; some have made liberal appropriations for the support and holding of Teachers' Institutes. No doubt these instrumentalities have accomplished their measure of good. But I shall not soon forget the remark of an eminent teacher of another State, whose heart is in every great educational movement. 'After all,' said he, 'the little silent volumes for teachers, which have been sent out in our School Libraries, have done more good in improving our teachers, and making them what they should be, than any thing else we have done. They have gone into every schoolhouse, and been the guides and companions of our young teachers, our young men and women, when entering upon their new charge, while all other instrumentalities have been partial and limited in their influence.' "

School Libraries would open to teachers a source from which they could prepare lectures for the benefit of the district, as well as Teachers' Institutes, on the various subjects of education, health, morals, government, natural and civil history, the wonders of science, the discoveries of art, and many other topics of enduring interest. They would have the means at their command to prepare themselves, if not already prepared, for another important work—one, in an eminent degree uniting pleasure and instruction: "Once, at least, each week," suggests Hon. Anson Smyth, State Commissioner of Common Schools of Ohio, "I would have the teacher accompany the pupils on an excursion through the neighboring fields and groves. This occasion might be improved for the imparting instruction

in Botany, Geology, Entomology and Ornithology. The varieties of plants, flowers, herbs, grasses, grains, shrubs, and trees, —of soils and stones,—of insects and birds,—would furnish pleasing and profitable subjects for remark and inquiry. Upon these subjects all children should be instructed. It is a deplorable truth, that in all our larger towns, children are almost utterly ignorant in regard to them. There are thousands of school girls who, at a glance, could name the fabrics of all the dresses ever worn by Caroline Woodman or Flora McFlimsey; but who could not tell the growing oats, barley, rye and wheat; nor the oak, beach, maple and hickory apart; nor distinguish

between an owl and an eagle, a wren and a robin."

3. The influence of School Libraries upon the pupils themselves would be no less salutary. As children learn to read, proper books, suitable to their understanding, would prove a powerful incentive to their acquisition of knowledge. They would give a new zest to their studies, and constantly impart a new stimulus to learn more. It is well known, that in very many of our districts, schools are kept only the three months, the requisite period to secure a share of the School Fund apportionment; thus leaving the children in those districts nine months of the year without school instruction; and the average months of schools taught in the State is only five and three fifths—leaving more than half of the year throughout the State during which our two hundred and sixty-four thousand children are without the least visible means of instruction. Then, in an especial manner, do they need School Libraries, to which they can resort, and find the means and incentives for intellectual growth and improvement. Let them have the best works of the best minds, past and present, and it will be better for them than to have the most brilliant lectures, incomplete as they always, from their nature, must be, delivered in their respective neighborhoods by Bancroft, Everett, Emerson, Bayard Taylor and others of the most cultivated scholars of our country.

4. School Libraries would prove a powerful incentive towards the formation of Youth's Debating Clubs, and Literary Associations, by furnishing sources of information upon almost every practical subject. Thus would the spirit of research and discussion be fostered and encouraged, deep, clear and correct thinking promoted, and the rising man fitted for the stern mental conflicts of life, in which many, no doubt, will hereafter be called upon to engage, as the law-makers and expounders of

our State and Union.

5. These Libraries should contain an appropriate selection of works of the best poets—God's interpreters of nature. The

Thiad of Homer, is unquestionably the finest epic in the world, and the Œdipus of Sophocles is peerless in poetic literature. But as a whole, it has been remarked, the English poetry is the richest gift ever bestowed, by the genius of any people, upon the human family. "The School Library," observes President BARKER, "is the depository of this literature, and by the study of it chiefly, must the taste of our people be refined, and the current of their thoughts be ennobled. In Italy, pictures and statues, architecture and music, have performed this task; in England landscape gardening has infused universally a tinge of poetic sentiment. Here these agencies do not exist; but it is the privilege of all to see suspended in writing, the imperial creations of the poet and the philosopher, and to gaze on them till their own souls thrill with transport, and vibrate in unison with these generous sentiments." Let us gladly scatter flowers along the pathway of knowledge, which may constantly fill the

mind with the image of beauty and goodness.
"Do any reply," asks Mrs. SIGOURNEY, "that 'the perception of the Beautiful' is but a luxurious sensation, and may be dispensed with in those systems of education which this age of utility establishes? But is not its culture the more demanded, to throw a healthful leaven into the mass of society, and to serve as some counterpoise for that love of accumulation, which pervades every rank, intrudes into every recess, and spreads even in consecrated places the 'tables of the moneychangers, and the seats of such as sell doves?' In ancient times, the appreciation of whatever was beautiful in the frame of Nature, was accounted salutary, by philosophers and sages. Galen says, 'He who has two cakes of bread, let him sell one, and buy some flowers; for bread is food for the body, but flowers are food for the soul.' If the perception of the Beautiful may be made conducive to present improvement, and to future happiness; if it have a tendency to refine and sublimate the character; ought it not to receive culture throughout the whole process of education? It takes root, most naturally and deeply, in the simple and loving heart; and is, therefore, peculiarly fitted to the early years of life, when, to borrow the language of a German writer, 'every sweet sound takes a sweet odor by the hand, and walks in through the open door of the child's heart.' "

6. To young ladies would School Libraries prove of unspeakable benefit. "But to you, my young lady friends," says GEORGE B. EMERSON, "even more than to your brothers, it is important now to acquire a talent for reading well, and a taste for reading. I say more important, for, looking forward to the future, you will need it more than they. They are more inde-

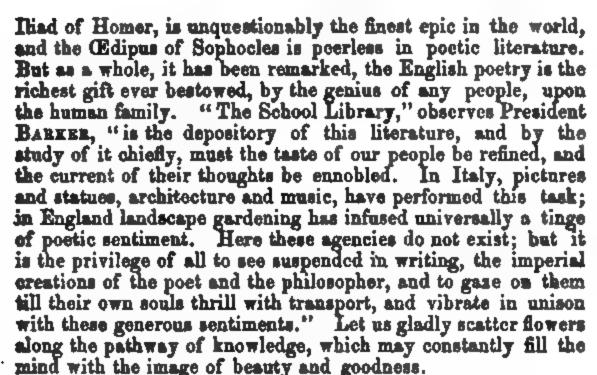
pendent of this resource. They have their shops, and farms, and counting houses to go to. They are daily on change.— They go abroad on the ocean. The sphere of woman, her place of honor, is home, her own fireside, the cares of her own family. A well educated woman is a sun in this sphere, shedding around her the light of intelligence, the warmth of love and happiness. And by a well-educated woman, I do not mean merely one who has acquired ancient and foreign languages, or curious or striking accomplishments. I mean a woman who, having left school with a firmly-fixed love of reading, has employed the golden leisure of her youth in reading the best English books, such as shall prepare her for her duties. All the best books ever written are in English, either original or translated; and in this richest and best literature of the world, she may find enough to prepare her for all the duties and relations of life. The mere talent of reading well, simply, gracefully,—what a beautiful accomplishment it is in woman! How many weary and otherwise heavy hours have I had charmed into pleasure by this talent in a female friend. But I speak of the higher acquisition, the natural and usual consequence of this, a taste for reading. This will give a woman a world of resources.

"It gives her the oracles of God. These will be very near her;—nearest to her hand when she wakes, and last from her hand when she retires to sleep. And what stores of wisdom, for this world and for a higher, will she gain from this volume! This will enable her to form her own character and the hearts of her children. Almost every distinguished man has confessed his obligations to his mother. To her is committed the important period of life. How necessary, then, is it that she should possess a knowledge of the laws of the bedy and the mind, and how can she get it but by reading? If you gain only this, what an unspeakable blessing will your education be

to you!"

7. Such Libraries would have a tendency to lop off many of the rougher exterior habits of our youth, and lead them to cultivate habits of refinement and politeness. They are sadly needed. The ancient bow and courtesy—little civilities, but none the less significant of respect for elders and superiors—which were so common forty years ago, are now become quite out of fashion. "But where," enquires Mr. Commissioner SMYTH, of Ohio, "in all our land, does this good old practice prevail? Where are the evidences in our children of the possession of that spirit of kind respect and appropriate regard for their superiors in years and wisdom? Who does not know that bows and courtesies, on the part of our boys and girls, are ob-

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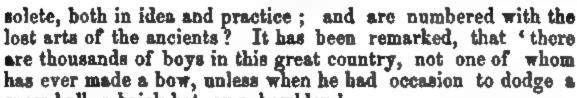
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snow-ball, a brick-bat, or a bowlder.'
"Some eight or ten winters since, Ex-Governor Everett, of Massachusetts, with the late Amos Lawrence, was, in a sleigh, riding into Boston. As they approached a school-house, a score of young boys rushed into the street, to enjoy their afternoon recess. Said the Governor to his friend, 'Let us observe whether these boys make obeisance to us, as we were taught to do fifty years ago.' At the same time he expressed the fear, that habits of civility were less practised than formerly. As they passed the school-house, all question and doubt upon the subject received a speedy, if not a satisfactory settlement; for cach one of those twenty juvenile New Englanders did his best at snow-balling the way-faring dignitaries."
"That more regard," says Mr. NORTHEND, the late distin-

guished Principal of the Connecticut State Normal School, "should be manifested by the young to rules of etiquette and courtesy, must be admitted by every observing mind. There is too little reverence for age and authority; too slight a respect to laws of both man and God. The transition from boyhood to imagined manhood is altogether too rapid, as by it the son is, often, placed above the parent, and the pupils taught become much wiser, in their own estimation, than their teachers. Boys in their undue anxiety to become men, are neither men nor boys, but form a new, peculiar race." To rectify these evil tendencies, the School Library must come to the aid

of the teacher and the parent.

8. Good Libraries would not fail to exert a happy influence in eradicating vicious habits. "Habitual novel reading," says Hon. JOHN D. PHILBRICK, recently Superintendent of Common Schools of Connecticut, and now City Superintendent of Boston, "is extremely detrimental to the health and vigor of both body and mind. Works of fiction, and those of the baser sort, constitute almost the entire staple of the reading of the multitudes of our youth. This species of literature has increased, within a few years, to an alarming extent, and its readers have increased in a corresponding ratio. It is spreading over the land like a moral plague, tainting the whole moral at-mosphere with its pestilential breath. The reading of such productions inflames the passions, deprayes the imagination, and corrupts the heart. A recent author has truly said, 'They paint for our imitation, humane murders, licentious saints, holy infidels, and honest robbers. Over losthsome women and unutterably vile men, is thrown the checkered light of a hot imagination, until they glow with an infernal luster."

"Would you," asks Prof. READ, "effectually banish from the generation growing up, stupid knavery, low vices, idleness, loafing, running about upon the Sabbath? These and kindred vices will be most effectually banished by sending out into every neighborhood the means and incentives of intellectual culture."

"What boy," inquires Horace Mann, "what boy, at least, is there, who is not in daily peril of being corrupted by the evil communications of his elders? We all know, that there are self-styled gentlemen amongst us,—self-styled gentlemen,—who daily, and hourly, lap their tongues in the foulness of profanity; and though, through a morally insane perversion, they may restrain themselves, in the presence of ladies and of clergymen, yet it is only for the passing hour, when they hesitate not to pour out the pent-up flood, to deluge and defile the spotless purity of childhood,—and this, too, at an age, when these polluting stains sink, centre-deep, into their young and tender hearts, so that no moral bleachery can ever afterwards wholly cleanse and purify them."

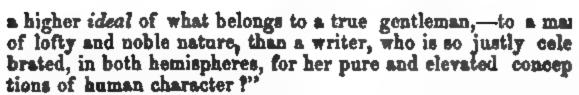
It is always with pain and sorrow, that the good man hears God's name taken in vain; yet, in fervent charity may be hope that, "The accusing spirit flew up to Heaven's chancery with the oath, and as she wrote it down, dropped a tear on the word, and blotted it out forever." By multiplying the purest models of literature, we may confidently hope to do much towards rooting out this vile habit, and implanting in the breasts of our youth an unswerving reverence for the sacred name and charac-

ter of the Supreme Being.

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Another evil habit to which a love of reading, acquired by the School Library, would prove superior, is the low and grovelling desire to witness the vulgar minstrels, and corrupt ballet dancers, who stroll through the land—not of the Venus Celestial sort, but of the Venus Infernal. "One of the most striking things," says Horace Mann, "in the 'Letters from Abroad,' by Miss C. M. Sedgwick, is the uniform and energetic condemnation which that true American lady bestows upon opera-dancers, and the whole corps de ballet, for the public and shameless exhibition of their persons upon the stage. Have

oung ladics of our cities a nicer sense of propriety, of modesty, and of all the elements of female leveliness, than this excellent author, who has written so much for their improvement, and who is herself so admirable an example of all feminine purity and delicacy? And have the young men of America.



9. By placing in every School Library one or two standars works on School Architecture, we should soon see a decider improvement in the size, style, arrangement, and comfor of our school-houses, and in the selection of the most beautifu and appropriate locations for them—thus rendering them at tractive, rather than repulsive, to the youth who repair then for the highest and holiest of purposes. What Mr. MANN said eighteen years ago of the school-houses of Massachusetts, i. equally applicable to those of Wisconsin at the present day .-"Our school-houses," said he, "are a fair index or exponent o our interest in Public Education. Suppose, at this moment some potent enchanter, by the waving of his magic wand should take up all the twenty-cight hundred school-houses o Massachusetts, with all the little triangular and non-descrip spots of earth whereon and wherein they have been squeezed,whether sand bank, morass, bleak knoll, or torrid plain, -and whirling them through the affrighted air, should set them al down, visibly, round about us, in this place; and then should take us up into some watch-tower or observatory, where, at on view, we could behold the whole as they were encamped round about,—each one true to the point of compass which marked it nativity, each one retaining its own color or no-color, each one standing on its own heath, hillock or fen ;-I ask, my friends if, in this new spectacle under the sun, with its motley hues o red, gray, and doubtful, with its windows sprinkled with pat terns taken from Joseph's many-colored coat, with its broken chimneys, with its shingles and clap-boards flapping and clattering in the wind, as if giving public notice that they were about to depart,—I ask, if, in this indescribable and unnames ble group of architecture, we should not see the true image, re flection and embodiment of our own love, attachment and re gard for Public Schools and Public Education, as, in a mirror face answereth to face? But, however neglected, forgotten forlorn, these edifices may be, yet within their walls is con tained the young and blooming creation of God. In them are our hope, the hopes of the earth. There are gathered togethe what posterity shall look back upon, as we now look back upon heroes and sages, and martyrs and apostles; or as we look back upon bandits and inquisitors and sybarites. Our deares treasures do not consist in lands and tenements, in rail-road and banks, in ware-houses or in ships upon every sea; the

are within those doors, beneath those humble roofs; and is it not our solemn duty to hold every other earthly interest subordinate to their welfare?"

10. School Libraries will create the germs of thought in the minds of our ingenious youth, and will thus be likely to lead to useful inventions. We know not whose humble roof may shelter a Franklin, a Newton, a Watt, an Arkwright, a Fulton,

s Whitney, or a Morse.

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"Of what use is all your studying and your books?" said an honest farmer to an ingenious artist. "They don't make the corn grow, nor produce vegetables for market. My Sam does more good with his plough in one month, than you can do with your books and papers in one year."

"What plough does your son use?" said the artist, quietly.

"Why, he uses ——'s plough, to be sure. He can do nothing with any other. By using this plough, we save half the labor, and raise three times as much as we did with the old wooden concern."

The artist turned over one of his sheets, and showed the farmer a drawing of his much-praised plough, saying with a smile, "I am the inventor of your favorite plough, and my name

The astonished farmer, it is said, shook the artist heartily by the hand, and invited him to call at the farm-house, and

make it his home as long as he liked.

- 11. A good School Library in every neighborhood, would serve a most important purpose, in giving the rising generation a better idea of the learned professions, commerce, manufactures, and the mechanic arts, and of the requisite amount of knowledge and preparation necessary to fit them for engaging, with a fair prospect of success, in any of these several pursuits. An appropriate proportion of the best works on Agriculture, Horticulture, stock and fruit raising, the culture of the Chinese sugar cane, and other branches of Farm Husbandry, would tend to dignify the earliest and noblest occupation of man, and would be worth many thousands of dollars annually, to the yeomanry of our State, their rising sons and daughters. "The farmer and mechanic, and even the housewife," the late Judge Buel well remarked, "require professional books,books that will instruct them in their several employmentsthat will render their labors more enlightened, more pleasant, more profitable, more respectable,—as much as the lawyer, the physician, or the clergy require professional books to perfect them in their several vocations."
- 12. How few, comparatively, have any practical knowledge of physical education, its wants and necessities, its neglects and

penalties. It is the physical condition of the child from its birth onward, and the physical condition of the parents before its birth, that involve its health, growth, and longevity. Air, temperature, dress, diet and exercise, with their proper relations and bearings to each other, have more to do with the successful rearing of children, than the most devoted maternal love, ignorant of these requisites, or any amount of the best medicines ever devised by the skill of man. Nearly a fourth part of the human race die before they attain the age of a single year. It has been well asked, what would the farmer or the shepherd say, if he should lose nearly a fourth part of all his lambs and kids before a seventieth part of their natural life had been reached! Before attaining the age of five years, more than a third part of all our race die—a great majority of them from ignorance on the part of their parents of the great laws of physical education. How much of human life would be saved, bereavement and misery avoided; and how much of joyous health, rosy beauty, and unspeakable happiness, would be promoted, if we had in every School Library throughout the length and breadth of the State, so all could read and profit by them, such works as Dr. Combe's Principles of Physiology as applied to Health and Education, and kindred works on the mental and physical condition of man, and the great laws of nature, relating to the preservation of health, and the longevity and happiness of our race.

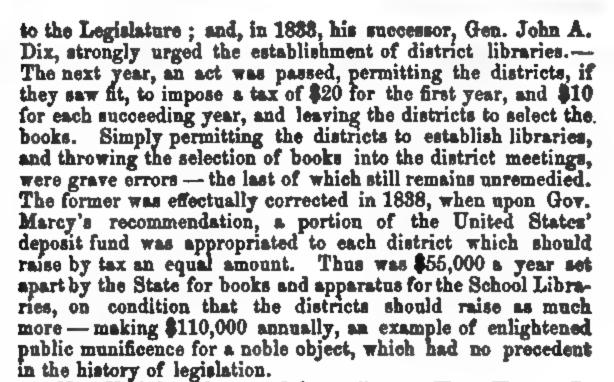
13. The School Library would diminish the commission of crime. It has been the experience of the civilized world, that education has invariably had this effect. Scotland presents a remarkable instance of the diminution of crime, the increase of public wealth, and the diffusion of private comforts, as the result of the increased and increasing attention to the education of the people. Little care is paid to educating the masses in Spain, and, as the natural consequence, we find there twelve hundred and thirty-three convictions for murder in a single year, seventeen hundred and seventy-three convictions on charges of maining with intent to kill, and sixteen hundred and twenty persons convicted of robbery under aggravated circum-According to the returns made to the British Parliament, the commitments for crimes, in an average of nine years, in proportion to population, are as follows: In Manchester. the most infidel city in Great Britain, 1 in 140; in London, 1 in 800; in all Ireland, 1 in 1600; and in Scotland, celebrated for learning and religion, 1 in 20,000! Out of nearly 28,000 persons convicted of crime in the State of New York, during a period of ten years, but 128 had enjoyed the benefits of a good common school education, and only about one half could either read or write. Statistics of crime will everywhere reveal to us the sad policy of neglecting to provide for our youth the necessary means of good education and attractive School Libraries, while paying at the same time a still greater tax for the protection of community against the crimes and depredations of the ignorant, the idle, and the vicious — whose very ignorance and vice are the result of their early want of schools and libraries.

14. The School Library would increase the wealth of the "If a man," says FRANKLIN, "empties his purse into his head, no one can take it away from him. An investment in knowledge always pays the best interest." "Knowledge," mys Hon. J. D. PHILBRICK, "is the great producer of wealth. Just in proportion as the hands of those who labor in the field, or in the work-shop, at the plow or the loom, are guided by intelligence, in the same proportion will their labor be produc-This proposition holds true even in the lowest species of productive industry. It has been demonstrated beyond the shadow of a doubt, that the well educated operative or laborer does more work, does it better, wastes less, uses his allotted portion of machinery to more advantage and more profit, carns more money, commands more confidence, rises faster, rises higher from the lower to the more advanced positions of his employment, than the uneducated. The farmer who reads on the subject of farming, has money in the bank, while his neighbor, who does not take a paper, sleeps under a mortgaged roof."

## SCHOOL LIBRARY EXPERIENCE IN SISTER STATES.

In the matter of School Libraries, we have no occasion to look to Europe and profit by her experience; they are purely an American out-growth — the natural result of the necessities of an earnest and inquiring people. While several of our States have taken hold of the subject of School Libraries with more or less earnestness, all have not equally well succeeded; and where failures, or partial failures, have occurred, it is of as great importance to learn the true causes, as to ascertain the means of success in others. Thus may we alike profit by the mishaps of the one, and the more fortunate experience of the other.

New York.—It was reserved for the Empire State to lead the way in this noble enterprise. That far-seeing and sagacious statesman, DeWitt Clinton, in his message as carly as 1827, recommended a small collection of books and maps to be attached to common schools. Gov. Clinton died the following year, but in 1830, Azariah C. Flagg, then Secretary of State, and Superintendent of Public Instruction, presented the subject



"New York has the proud honor," says Hon. HENRY S. RANDALL, in a report on the subject in 1844, "of being the first government in the world, which has established a free library system, adequate to the wants of her whole population. It extends its benefits equally to all conditions, and in all local situations. It not only gives profitable employment to the man of leisure, but it passes the threshold of the laborer, offering him amusement and instruction, after his daily toil is over, without increasing his fatigues, or subtracting from his earnings. It is an interesting reflection, that there is no portion of our territory, so wild or remote, where man has penetrated, that the library has not peopled the wilderness around him, with the good and wise of this and other ages, who address to him their silent monitions, cultivating and strengthening within him, even amidst his rude pursuits, the principles of humanity and civilisation. This philanthropic and admirably conceived measure, may justly be regarded as, next to the institution of Common Schools, the most important of that series of causes, which will give its distinctive character to our civilization as a people."

In 1841, Gov. SEWARD, after observing that almost every district in the State was then in possession of a library, remarked in his message: "Henceforth, no citizen who shall have improved the advantages offered by our Common Schools and District Libraries, will be without some scientific knowledge of the earth, its physical condition, and its phenomena; the animals that inhabit it, the vegetables that clothe it with verdure, and the minerals under its surface; the physiology and intellectual powers of man; the laws of mechanics and their practical uses; those of chemistry and their application

to the arts; the principles of moral and political economy; the history of nations, and especially that of our country; the progress and triumph of the democratic principle in governments on this continent, and the prospects of its ascendency throughout the world; the trials and faith, valor and constancy of our ancestors; with all the inspiring examples of benevolence, virtue and patriotism, exhibited in the lives of the benefactors of mankind. The fruits of this enlightened enterprise, are chiefly to be gathered by our successors. But the present generation will not be altogether unrewarded. Although many of our citizens may pass the District Library heedless of the treasures it contains, the unpretending volumes will find their way to the fireside, diffusing knowledge, increasing domestic

Gov. WRIGHT, in his message in 1845, referring to the disposition of the public funds for the purchase of libraries, and other purposes of popular education, remarked: "No public fund of the State is so unpretending, yet so all-pervading so little seen, yet so universally felt—so mild in its exactions, yet so bountiful in its benefits -- so little feared or courted, and yet so powerful, as this fund for the support of Common Schools. The other funds act upon the secular interests of society, its business, its pleasures, its pride, its passions, its vices, its misfortunes. This acts upon its mind and its morals. Education is to free institutions, what bread is to human life, the staff of their existence. The office of this fund is to open and warm. the soil, and sow the seed from which this element of freedom must grow and ripen into maturity; and the health or sickness of the growth will measure the extent and security of our liberties.

"The crowning glory of our whole Common School system," exclaimed JAMES HENRY, Jr., the County Superintendent of Herkimer, in 1848, "is the institution of District Libraries. These institutions are designed to carry forward and complete the process which is but commenced in the schools. The schools are intended to teach children and youth the art of acquiring useful knowledge; the library is designed to afford them

the means of reducing that art to practice."

Such were the encouraging words of commendation from every quarter. Horace Mann, Henry Barnard, and many others, were unstinted in their praise; and it seemed for a while; that in the matter of School Libraries, New York had indeed discovered the philosopher's stone. Time, however, began to develop some defects, and these it is proposed to point outor, rather, to let some of the prominent educators and friends of education, in that State, themselves point them out.

The earliest evils that developed themselves, were improper books that were thoughtlessly placed in the libraries, and the misappropriation of the library fund. Hon. Henry S. Randall, late Superintendent of Public Instruction, of New York, and the distinguished author of the Life of Jefferson, as early as 1842, when County Superintendent of Courtland, thus strongly and pointedly spoke against the "Pirate's Own Book," and "Lives and Exploits of Banditti and Robbers," which had found their way into several of the School Libraries he had examined:

. "I have uniformly advised their removal, and assigned the following reasons :—that, in the first place, aside from any directly pernicious tendency which they are supposed to exercise, the information which they contain is not of a valuable character; that the wild and exciting tales which they contain, unfit the youthful mind for the perusal of works of a graver and more useful character; that they cater to a depraved taste by dilating on all the revolting details of the worst crimes of which humanity is capable; and, lastly; that they do exercise a positively bad and dangerous tendency ever the youthful mind. The first step to vice is the knowledge of it. And where vice and crime are painted in those illusive colorings which nearly ally them to virtues, they lose their naked repulsiveness.— When the brute courage of the lawless buccaneer is held up and expatiated on as lofty heroism; when the capricious mercy, which even the gorged wild beast will occasionally, and perhaps equally often, manifest, is dignified with the name of magnanimity and generosity, it is to be feared that the lives of such men afford not the benefit of a negative example,—at least to the youthful mind, which the Common School libraries are intended principally to benefit. It is to be feared that, to the mind in which sound principles have not taken deep root, and had time to attain some degree of vigor and maturity, these tales of wild excitement and daring adventure, -where new scenes and new objects for ever meet the eye,---where the most unrestrained passions meet with no check, and untold wealth may be had for the asking,—are more prone to dazzle and captivate, than to excite disgust and abhorrence. I have ever thought there was a dangerous kind of fascination in stories of this kind. All have heard of the incident of the young man, who, on witnessing a thrilling representation on the stage, of the 'Ruined Gambler,' exclaimed in an uncontroflable burst of feeling, 'I, too, will be a ruined gambler!'

But it has several times been said to me, All this is obvisted by the fact, that, in the end, this pirate or robber was taken and executed. The smallest boy, however, knows that

his-seisure or escape depends upon contingencies. Some never have been taken; others, we know, have died peaceably in their beds; many have fallen in battle, the common and the honorable lot of the soldier; and, when seized and put to death, even by those vindictive methods, until so recently practiced,—by the cross, by impalement, etc.,—if the youthful mind has not already been prepared to regard it as the martyrdom of a hero, we, at least, have the warrant of experience, in saying that the public exhibitions of scenes of this kind, either on paper or in actual life, have never been found to exercise that salutary infinence, which, perhaps, it would be so natural to expect.

"Such, Sir, is an outline of the reasons which I have urged, when I have found such books in the Common School libraries, to procure their removal; and, in corroboration of some of the positions assumed by me, I would remark that, where I have found such books, librarians and other school officers present, have uniformly admitted that they are more read by boys, than any other books in the library. A sensible farmer complained to me, last week, that he 'wished the Pirate book was out of the library, for his son would read nothing else—his whole

thoughts were on it day and night."

Speaking of the same class of books, Hon. SAMUEL YOUNG, while Superintendent of Public Instruction of New York, in 1842, remarked: "They serve only to minister to that morbid appetite for the revolting and disgusting details of vice and crime, especially when exhibited on an extensive scale, which characterizes the undisciplined and vulgar mind. They stimulate and excite the worst propensities and passions of our nature, without contributing, in the slightest degree, to the improvement or elevation of the intellect or the heart. It is deeply and seriously to be regretted, that any considerable portion of an enlightened community should countenance the diffusion of works so exceptionable in their tendency." "I am bound," he continues, "by the position to which I have been called, and by the obligations I have assumed, to see that no contaminating influences are permitted to mingle with the pure streams of knowledge and instruction designed to be secured by the introduction of District Libraries into the several school districts of the State. The public funds set apart by the enlightened munificence of the Legislature for the general diffusion of intellectual and moral science, shall never, with my consent or knowledge, be perverted to unworthy, degrading, and ignoble purposes; and whenever I am satisfied that the District Libraries have been permitted, by those to whom the selection of books has been confided, to become the vehicles of corrupting and contaminating appeals to the passions, the imagination, or the fancy, I shall promptly apply the remedy

which the law has placed in my hands."

Hon. CHRISTOPHER MORGAN, when Superintendent of Schools of New York, speaking of the School Libraries in his report of 1851, observed: "Injudicious selections of books are not unfrequently made by the Trustees, and the library funds committed to their charge squandered upon worthless, or worse than worthless publications." Hon. VICTOR M. RICE, in his report as School Superintendent of New York in 1854, after speaking of there being nearly 12,000 District Libraries in the State, says: "In those districts where the libraries have been best appreciated and most extensively read, the interest in their contents is to the largest degree exhausted, and can only be renewed by a constant replenishing of the shelves with fresh The existing appropriation is too small to produce a very marked effect in this way, and the consequence is, that both the old and the new volumes are falling into neglect." In the same report, Mr. RICE elsewhere adds: "The undersigned is constrained to believe, that the future supply of the libraries should be regulated by some safer agency than the hawkers and pedlars, who too often succeed in palming off upon the School Trustees, collections of wretched trash, that have no other recommendation than their nominal cheapness."

"My official investigations and experience," writes Hon. Henry S. Randall, "have amply satisfied me, that if the purchase of libraries is made optional with the districts — the alternative being that the library money may be diverted to the payment of teachers' wages, &c.—the system will prove a failure. There is no doubt that a better method of selecting the books could be devised than having it done by the Trustees of the districts. On the whole, I should be much inclined to favor the plan proposed in your communication. If its details were well adjusted and carried out, I see no reason why it would not succeed, and result in a vast saving of the public money, and a vast improvement of the character of the works placed in the hands of the readers of Common School Libraries."

Amos Dean, L.L. D., of Albany, the Chancellor elect of the Iowa State University, and author of the present school system of Iowa, thus writes: "The idea of small districts providing themselves with libraries that will be of any real value, is, in my judgment, perfectly idle. They will not half of them have any books at all, and those that they do have, may stand a great chance of doing more harm than good. If the quality of food that nourishes and sustains the body is at all worth attending to, much more is that which builds up and gives force to the mind, the spiritual principle."

"The most active and fruitful seeds of good and evil in our social system," writes BENSON J. Lossing, of New York, the well-known author of the School Histories, "are found in the literature of the day; and the wisest discrimination is necessary to separate one from the other. It is impossible -- absolutely impossible—to have anything approaching to the exercise of such wise discrimination in the system of District Libraries, as organized in some States. How can the Trustees of schools, elected for a temporary purpose, many or most of them away from the centres of business and general knowledge, and engaged in absorbing pursuits, be acquainted with the character of the thousands of books that fall from the press every year? They have no data to guide them, and they are left to the mercy of pedlars and others, who go about the country with 'sensation books'—in other words, moral and intellectual poison — and are compelled to form their judgment from the statements of lying advertisements. This is a monster evil; and many of the libraries of this State are crowded with books that no judicious parent would willingly allow his child to read. In view of the importance of the matter, I heartily coincide with your expressed opinion in relation to Town Libraries, leaving the selection of the books to the State, through proper agents duly chosen by the people."

Hon. SAMUEL S. RANDALL, formerly Deputy State Superintendent of Schools of New York, and now City Superintendent of Schools of New York City, writes: "I cordially approve the substitute of the Town School Library system for that of District Libraries. In our own State the latter plan has been in existence for some twenty years, and although great good has undoubtedly been accomplished by the diffusion of comparatively a few volumes in every district, yet it is manifest that an infinitely greater amount of benefit would have been accomplished by the consolidation of the funds apportioned to the several districts of each town, and the purchase and gradual expansion of a Town Library, centrally located, and easily accessible to all. These views I have repeatedly and earnestly urged upon the Legislature, but as yet without success. consider the funds thus comparatively frittered away upon a few cheap books in each district, as little better than wasted; while by the adoption of the Township plan, large and valuable libraries would speedily spring up, the worth of which would be unappreciable to the rising generation, and to the citizens of the State generally."

Hon. Victor M. Rice, the late Superintendent of that State, observes in his last Annual Report: "The amount now apportioned to the rural districts, where libraries are most

needed, is frittered into sums of one, two or three dollars sums too insignificant to produce any appreciable effect, or even to repair losses. It is believed that the appropriation should be increased, and that it should be accompanied with such Legislative provisions as will secure the greatest economy in its expenditure, and the most judicious selection of books. trustees, having but one, two, three, or four dollars to invest, purchase a very few volumes, at a very high price, compared with which they could be obtained in larger quantities. some of the States, the funds appropriated for the increase of district libraries, are expended by an agent of the State, who procures, directly from the publishers, two or three thousand copies of such works as he may select, and apportions the volumes to the districts instead of money. True economy would be consulted by purchasing a whole edition of ten or twelve thousand volumes; for the same money would command at least twice the mercantile value of books which is obtained by the present method; while it might also be reasonably hoped that the intrinsic literary value of the books would be equally enhanced."

The report of Hon. H. H. VAN DYCK, the present Superintendent of Public Instruction of New York, made in January last, gives some interesting facts relative to the condition of the school libraries of that State. It appears, that in 1847, there were, in round numbers, 1,310,000 volumes in the School Libraries of the State; in 1853, they had increased to 1,604,-000; and since have gradually decreased, so that in 1857 there were only 1,377,000 volumes reported; showing a diminution of 226,000 volumes in four years, or an average of over 56,000 per annum, while \$55,000 per year had been appropriated on the part of the State for that purpose, on the express condition that the districts should raise for the same object an equal Thus the total number of volumes in the School Libraries of New York exhibit but a slight increase during the last ten years, notwithstanding the expenditure of \$1,100,000 within that period for library purposes.

That something should be allowed for the natural wear of books is reasonable; but the real causes of the diminuition are unquestionably found in the reasons assigned by Mr. Van Dyck in his last report—their probable destruction, to some extent, by use; their dispersion and loss by neglect; and the want of sound judgment by the local Boards of Trustees in regard to the selection of books. "Works of an ephemeral character," adds Mr. Van Dyck, "embodying little amusement and less instruction, have too often been urged upon Trustees, and found their way into the library, more to the gratification of

the publishing agent than the benefit of the district. It is true also in many cases, that when a library has attained to a rest pectable number of volumes, as measured in the estimation of those having it in charge, they look upon its enlargement as unnecessary, and seek to turn the appropriation from its legitimate purposes. Hence arise frequent applications to the Department for leave to appropriate the library money to the payment of teachers' wages; whilst others, it is apprehended, divert it to this and other purposes, without the formalities required by law."

In a personal interview with Mr. Van Dyck, in September last, he attributed the partial failure of the New York systemy to the fact, that on the limited district plan, the libraries are generally too small to be attractive and useful; that very many districts receive from the State the mere pittance of one, two, or three dollars a year, for library replenishment—an amount manifestly too insignificant to do any material good, even if the few books purchased were of the very best character, and hence, in his opinion, the Township plan would be far preferable. will be seen, that by dividing the total number of volumes in the School Libraries of New York by 12,000, the number of District Libraries in the State, the average number is 114 volumes to each District Library—the large majority of them, doubtless, being far less—as the result of twenty consecutive years' additions, and at a total cost of \$2,200,000, or \$182 upon an average to each library—or an average of a little over nine dollars to each, annually.

These facts and dearly bought experiences of New York, the pioneer State in the establishment of School Libraries, point unmistakably to two grand defects in the system of that State—first, the District Libraries being so small as to render them almost uscless; and, secondly, the sad waste of a noble fund by its unwise expenditure by local Trustees, who necessarily know but little of the most suitable books; and if they do, have no proper opportunities to select them. Hence the wisdom of the opinions of Hon. Henry S. Randall, Chancellor Dean, Benson J. Lossing, Hon. Samuel S. Randall, and Hon. H. Van Dyck, that a Township Library system, with the books carefully selected by proper State officers, would be decidedly preferable.

Massachusetts—The first to imitate the example of New York, was the State of Massachusetts. It was a noble aspiration of Horace Mann, when he became Secretary of the Massachusetts Board of Education, to plant the School Library in every neighborhood, so that there should not be a spot within the borders of the State, where a child should be at a greater

stance than a half hour's walk from a library of books suited to his reading. But the first effort of Massachusetts in 1887, like that of New York, simply permitted the districts to tax themselves, and procure libraries. It proved a failure, as it did in New York; those who needed them most, were most blind to their own pressing wants. In 1842, a Legislative grant of fifteen dollars was made to each district, on condition of raising an equal amount, for the purchase of a library. The State Board of Education suggested two series of books, of fifty volumes each, nearly all small works; but the districts, after all, were left to their own discretion in the selection. ers having on hand old publications, re-bound them, and though often mere trash, disposed of them upon tempting terms of cheapness to the districts, and thus much that was almost worthless, if not positively injurious, found its way into the School After three years experience, with the powerful aid of Horace Mann, only about two thirds of the districts availed themselves of the benefits of the law, and about \$60,000 were thus appropriated. A vast deal of good was unquestionably accomplished. Yet, except as a temporary measure, it is conceded that the system proved a failure. The poorer districts, where libraries were most needed, were comparatively unsupplied. There were three principal causes of failure: 1. Adopting the district instead of the township system. The law provided for only a single appropriation, with no provisions for replenishing the libraries; so when the books were once read, they were laid aside, and the interest in the libraries ceased. 3. No proper provisions were made for the management of the libraries, and hence they were often thrust one side by some blockhead of a librarian, and left to neglect. libraries have gradually disappeared.

In 1853, the Legislature authorized each town to raise money for the establishment of a Town Public Library; some thirty cities and towns, in the course of five years, have established libraries—at which rate it would require fifty-five years for all the towns to be supplied. So far as adopting the town Library plan is concerned, this appears to be a step in the right direction; but without State aid and encouragement, and that permanently, a few spasmodic efforts, and at best only partial

success can be expected.

Maine.—Little has been done in this State as yet for School Libraries. In 1849, there were but seventeen District Libraries; and in 1851, after the district plan had been seven years in operation, only nine towns reported their establishment. Hon, E. M. Thurston, Secretary of the State Board of Education,

in his annual report of 1851, thus recommends: "It seems to me, that the only feasible way of establishing a general system of public libraries in the State, is to apply the system to towns, instead of school districts."

New Hampshire and Vermont have no State system of School Libraries; but in Bhode Island and Connecticut, where Mr. Bannand has labored and sown the good seed, better results have been accomplished. Mr. Bannand, as the Kev. Dr. Wayland assured me, in conversation, "did a great work for Rhode Island in the matter of School Libraries, while ut the head of the department of Public Instruction of that State, by infusing the right spirit among the people." The State furnished no direct aid, we believe, and the towns and districts were left to their own discretion. Some 20,000 volumes were reported in 1852, in the School Libraries of the five small counties, cons-

prising thirty towns of that State,

Connecticut.—In 1841, Mr. Bannann, then Secretary of the Board of School Commissioners of Connecticut, elequently urged the establishment of School Libraries, the districts to furnish as much as the State for the object. Public scattment was not then prepared for this noble measure. Hop. John D. Philbrick, as Superintendent of Common Schools of that State, in 1855, again brought the subject to the consideration of the Legislature, and pressed the matter with such carnestness, that a law was enacted the following year, granting tendellars to every school district, for a School Library, and five dollars each succeeding year, on condition of such district raising as much by tax or subscription, for the same purpose,—About one third of the districts of the State have availed themselves of the provisions of this law, the districts being left to select the books, subject to the approval of the Board of Town Visitors.

Middle and Southern States. - Except New York, and a space modic effort in New Jersey, none of the Middle States have yet done anything towards School Libraries. In Pennsylvania, their necessity is felt, but they have no State School Fund, and hence have a heavy educational tax to law. The Southern States have done nothing in the direction of School Libraries. The West—the giant West, has outdone them all.

Michigan.—This State took the lead in the West, im establishing libraries for Schools. They were at first District Libraries, but in 1843, we find them changed into Township Libraries. The sum of \$25 is by law annually set apart by each town, out of its local tax, for the Township Library; and so this is added about an equal amount, derived from the clear

proceeds of all fines and penalties for breach of the penal laws of the State, recognizances, and exemption equivalents from military duty. Thus the sum of about \$80,000, is annually expended for the replenishment of these libraries, the Township School Inspectors being charged with the duty of selecting and purchasing the books. It is the testimony of Hon. IRA MAY-HEW, the Superintendent of Public Instruction of that State, that "wherever Township Libraries have been established, and properly maintained, they have been productive of incalculable good."

There are now over 500 Township Libraries in Michigan, possessing an aggregate of over 200,000 volumes, or an average of 400 volumes to each library. From the large amount of money appropriated to this purpose, it would seem that there should have been a much larger number of volumes in the libraries; but we may charge something, doubtless, of this apparent deficiency, to the system of purchasing the books of itinerant hawkers and pedlars, who naturally enough feel that they should have pretty liberal profits, with something clever added for freights, and still, perhaps, another item for select-

ing the books for the local officers.

Ohio.—Hon. Samuel Lewis, Hon. John Sloane, Hon. Samuel Galloway, Hon. Henry W. King, and Hon. H. H. BARNEY, successive heads of the School Department of that State, urged the establishment of School Libraries. fifteen years' agitation of the subject, the Legislature at length became awakened to its importance, and in 1853, one-tenth of a mill State tax was imposed on the State valuation, and annually appropriated for the specific purpose of School Libraries, the State Commissioner being charged with the duty of selecting the books, and contracting for their delivery. This tax amounts to upwards of eighty thousand dollars a year; and in the years 1854, 1855, and 1856, the total value of the books distributed, amounted to over two hundred and two thousand dollars, and and the value of over nineteen thousand dollars in addition was distributed in school apparatus. The total number of volumes distributed to the School Libraries of Ohio in those three years, was 832,579. After a suspension of the library tax for two years, it has again become operative, and probably not less than 100,000 additional volumes will shortly be distributed.

The present library law of Ohio, fraught as it is with such incalculable good, has met with some opposition, which the present State School Commissioner, Hon. Anson Smyth, thinks "has arisen from the fact that sub-district, rather than Township libraries have been attempted. This plan has given to many of the districts so small a number of books, as to

reader these libraries little else than objects of contempt!; whereas, if all the books apportioned to the township had formed a single Library, it would have been an object of esteem and proper management. For example, here is a Township which receives an apportionment of books to the value of \$100; sufficient for the beginning of an extensive and useful library. But the Township is divided into twelve sub-districts and when the books are distributed, each receives a library of the average value of about eight dollars. It has been a disputed point, whether the law designed to establish Township, or sub-district Libraries. In regard to the matter, it is not so clear and explicit as it should be. I therefore recommend that the language of the law be so amended as to require the establishment of Township Libraries. If this shall be done, I doubt not that the Library Law will soon become acceptable and popular throughout the State."

Indiana.—As nobly as Ohio has done for School Libraries for her children, Indiana has done still better. Seven years ago, when the School Laws of Indiana were undergoing a revision, Prof. Daniel Read, now of our State University, and then a Professor in the Indiana State University, and who had shortly previous held a seat in the Convention for the revision of the Constitution of that State, was invited by the joint committee on education of the two houses of the Legislature, to deliver an address on the means of promoting common school Among other appropriate topics, Prof. RHAD strongly urged the establishment of an efficient School Library plan, as indispensable to give vitality to any school system which might be adopted; and, with some hesitancy, ventured "The next day," says Prof. READ, "ROBERT DALE OWEN, now our Minister resident at the Court of the Two Sicilies, who was then chairman of the joint committee on education, sent for me to call at his room. He said to me, 'You proposed \$30,000 for School Libraries. That will never do. The committee will not assent to such an appropriation. What! said he in his earnest manner,—will the people of Indiana freely raise taxes to pay the interest on millions of money for which they never received the value of a pin-hook, and when the children of the State cry for the bread of intellectual life shall they refuse them, or put them off with the half of a loaf? No; sir! No, sir! The committee will report nearer \$130,000, for this the greatest object which has ever been proposed to our consideration.""

Where such enlarged and patriotic views prevailed, it is scarcely necessary to edd, that others caught the same mobile

spirit, and the present Township Library system — the praise and admiration of all the land --- was promptly adopted. State property tax of one-fourth of a mill, and a twenty-five cent poll tax, provided the means for the purchase of the libraries, and the State Board of Education were charged with the duty of selecting the books, and contracting on the best terms for them. 'The law was limited in its operations to two years, but has since been renewed. But two purchases have yet been made, and the reports of 1855 and 1856 seem to exhibit over three hundred and seventy thousand volumes in the several Township Libraries of the State, at an apparent cost of \$296,-900 or an average of 80 cents a volume. The partial suspension of legislation which has since unfortunately existed, has checked the progress of the library system of Indiana, but this can be only a temporary evil, from which the State will speedily recover, and continue in the noble career upon which it has so

auspiciously entered.

Hon. Cakes Mills, formerly Superintendent of Public Instruction of that State, denominates the Township Library feature as the "crowning excellence" of the Indiana educational system. "The operation of the library feature of the system, as far as heard from," he remarks in his annual report of Feb., 1856, "has been exceedingly happy, disappointing the predictions of its enemies, and the fears of its timid friends, and even transcending the most sanguine expectations of its more ardent advocates. The interest awakened by its use, and the estimation in which it is held by adults, as well as youth, confirm the wisdom that gave it a township character rather than a district mission. Its selection and purchase by the Board of Education is not without advantages of an important character! The former may be controlled and governed by the principles of a wise, judicious and well matured plan, and thus scoure all that could be desired in forming the taste and giving direction to the reading material furnished by the State, while the latter cannot be else than superior in economy to any other method." illinois, Ioma and Missouri.—These States have as yet done but little in the way of School Libraries. In Illinois private enterprise is doing something for the supply of libraries, with the sanction of the local Boards, and Superintendent of Public Instruction. In the revised School Law of Iows, provision is made for Township Libraries. Missouri has reported the commencement of a district system.

Upper Canada has an efficient school system, not the least important or successful feature of which is its School Libraries. These are furnished for County, Township, or District organizations, the Government apportioning one hundred per cent. upon all

sums contributed for this purpose of not less than five deliars, either for the establishment or increase of Public Libraries—the Government furnishing the books at the lowest wholesale rates. During the three years since this system went into operation, about 170,000 volumes have been distributed; and about one third of all the sections or districts in the Province, have secured libraries.

## THE TOWNSHIP LIBRARY SYSTEM THE WANT OF WISCONSIN.

I hesitate not to say, that after a careful survey of the School Library experiences of this country, every unprejudiced, impartial man will come to the conclusion, that the greatest success has attended that system where the State has provided the books, and sent them forth to every township within her borders. The Township Library system is what we want in Wisconsin. Its superiority over the old district plan, is thus briefly pointed out by Hon. CALEB MILLS, late Superintendent of Public Instruction of Indiana, in speaking of the system of that State: "Its peculiar and crowning excellence is, that it is a Township in distinction from a district library. Libraries on this basis assume, at once, a character for permanence, importance and usefulness, that the lapse of years and the expenditure of ten-fold the funds will hardly: impart to the district collection. It also posseses another element, distinguishing it o m the product of a mere township association, charged with

e responsibility of selection and purchase, which may be denominated its State feature, and securing to each township its due proportion of books, under circumstances that promise a more judicious selection, and a more economical purchase.—
These features are sufficient to recommend it to the favorable regard of the public, and justify the expectation that the principles controlling the selection, will be sound and judicious, as

well as the purchase will be wise and economical."

Let us see what Wisconsin has done for School Libraries under its district system, during the ten years since its organization as a State. In the first place, ten per cent. of the State apportionment was to be appropriated by the Town Superintendents for District Library purposes; this requirement was subsequently changed, so as to leave it optional with the Superintendents whether or not to so appropriate it. In either case, the districts were authorized to levy a tax not exceeding thirty dollars annually for the establishment or increase of their libraries. This simple permission for the Town Superintendents, and the districts, to do something for libraries, was long ago regarded as a signal failure in New York and New England.—

It has scarcely worked any better in Wisconsin—the inherent principle is the same everywhere. Town Superintendents, in very many instances, it may charitably be supposed, give the matter little thought; and when they do, it may not be popular, for there is always a class in almost every community who possess little knowledge of books, and for that very reason oppose a tax for libraries, and object to the Superintendents' setting apart ten per cent. of the State apportionment for library purposes, as the district would thereby have so much less with which to pay their teachers, and consequently have just that amount added to their ordinary local tax for that object.—So that between ignorance, demagoguism, and prejudice, School Libraries have been but too generally neglected.

The recent returns show 1,125 District Libraries, and 250 joint libraries in the State, with an aggregate of 38,755 volumes wan average of 28 volumes to each library. As the result of ten years' efforts, it is insignificant; showing upon an average an annual increase of only 3,875 volumes for a great State like eurs, with a population of nearly a million of people,\* and two hundred and sixty-four thousand children of school age. This would, if equally distributed, furnish one volume to about every seven scholars; or a library of about nine volumes, on an average, to each of the 4,000 school districts in the State, each averaging sixty-six children; or exhibit the very stinted increase of less than a volume a year to each such library, upon an

The vote, in round numbers, in 1850, was 42,000; in 1855, 72,000; in 1858, 110,000. The number of school children of 1850, in round numbers, was 92,000; in 1855, 188,000; in 1858, 264,000.

If, therefore, 42,000 votes in 1850, gave a population of 305,000, then 116,000 votes in 1858, should give a population of 842,000. If 72,000 votes in 1855 exhibited a population of 552,000, then 116,000 in 1858, should show a population of 889,000. The average result of both calculations would show a present

population of 365,000.

If 92,000 school children in 1850, exhibited a population of 305,000, then 264,000 school children, in 1858, would show a population of 552,000. If 188,000 school children in 1855, exhibited a population of 552,000, then 264,000 children, in 1858, would show a population of 775,000. The average result of these calculations would show a present population of 825,000; or averaging the calculations both by the vote of 1850, 1855 and 1858, and the school children of those years, with the sensus of 1800 and 1855, and we shall show a present population of 845,000. Since, therefore, the census of 1855, we have increased, upon an average, 100,000 annually. By the middle of 1860, when the census will be taken, we shall exhibit a population of over one million; and if the ratio of congressional representation should be increased from 93,420 to as high as 125,000, or even 130,000, Wisconsin, under the next apportionment, cannot have less than eight representatives.

<sup>\*</sup> Population of Wisconsin.—By taking the census of 1850, which in round numbers, was 305,000, and that of 1855, which was 552,000, and by the raimber of votes polled in those respective years, and the number of school children reported in those years respectively; and contrasting them with the vote and school children of this year, we can very nearly ascertain the present population of the State.

average, during the ten years since our school system went into Take another view of our Wisconsin library statist operation. tics; of the 56 counties in the State, 20 of them report not a single library; 6 others report 9 libraries, with a total of 131 volumes; 8 others report 61 libraries, with 2,017 volumes thus exhibiting in 34 counties 70 libraries, with 2,148 volumes, and this for nearly three-fifths of the counties of the State. So that, in round numbers, 36,000 of the 38,000 volumes in the District Libraries, are confined to twenty-six of the more populous and wealthy counties, which comprise less than one-eighth of the territorial limits of the State. And here as elsewhere, in the sparsely settled counties, where there is most poverty, and least intellectual advantages—where, indeed, School Libraries are most particularly needed, such a thing is seldom or never known.

Such is our destitution in the matter of School Libraries, It should be humiliating to our State pride to ponder these facts—and doubly humiliating when we see, as we must, that we are doing almost next to nothing whatever in furnishing useful reading for our over a quarter of a million of children. When we bring to mind the 200,000 volumes in Township Libraries of Michigan, the 332,000 in the School Libraries of Ohio, and the 370,000 in the Township Libraries of Indiana—making altogether over nine hundred thousand volumes, all engaged in a work of love, intelligence, virtue and happiness, the magnitude of which is beyond all human calculation, fraught with the noblest and richest blessings to over a million and a half of children, we should feel a sentiment of pride that we have such sister States in the noble North-West, who are doing so much for the intellectual growth of our country. While we wonder and admire, shall not these amazing intellectual achievements , quicken and encourage us to imitate their wise and munificent example.

On the present district system we have but one third of the districts in the State supplied with libraries, and they so small as scarcely to deserve the name; and these few are located in portions of the State where they could better be spared than in the more remote destitute frontier regions. The few books purchased are but too generally obtained of itinerant hawkers and peddlers, at extravagant prices, which could well be borne if they did not prove, as they frequently do, moral pests of society. The district plan must necessarily exhibit puny, inefficient, and unsatisfactory results; emphatically failing to accomplish the noble objects sought to be gained by such collections. Other States have wisely abandoned the district plan,

and others are preparing to do so, and the Township system is

invariably the substitute.

By the Township plan, with State provision for their establishment and replenishment, as in Michigan, Ohio and Indiana, we should have far larger libraries, and their benefits far more generally diffused; for every town in the State, the poor as well as the rich, would have its proportionate share. As in the olden time, the blessedness of Christianity was manifest in that to the poor the gospel was preached," so would these precious Libraries perform their noblest mission to the poor and the neg-

lected, though often the excellent of the earth.

By the Township system, we should have a far greater variety of books. Under the old district plan, suppose each of a dozen districts in a town was to have ten new volumes given for a new Library, or replenishing an old one—the same ten volumes that would be best and cheapest for one, would be best and cheapest for all; so that in all the twelve districts there would be in truth but ten different works; while upon the Township plan, there would be a hundred and twenty different works for the same money. Any one can readily see how much more attractive the large number would be to both youth and adults; how many more tastes could be gratified; and how much more knowledge would necessarily be diffused among the people.

By the Township plan, with the State to select and provide the books, a far better class of works would be obtained. The whole range of literature would be open from which to select with the most scrupulous care; and thus the miserable trash served up by the itinerant venders would be avoided. It would not be possible to estimate the gain in virtue and morality that would result from this procedure. Very many of the districts are so situated, that if they buy books, they must procure them of peddlers, or not at all—the latter alternative, as a general

rule, might prove the wisest and safest to adopt.

By the Township system, we should get far more books for the same amount of money expended; and, I should fondly hope, with this system, we should have the needed State encouragement, so as to devote far more means to this important object than has ever been done before. Certainly its magnitude and importance urgently demand it. As an evidence of how much cheaper proper books can be procured by State contract, in large quantities, the experience of other States may be cited. In Michigan, it would appear from a letter from Hon. IRA MAYHEW, State Superintendent of Public Instruction, that the cost of the volumes as purchased by the local School Inspectors, of merchants or itinerant venders, may be set down at one dollar per volume, — and, if full statistics were had on this point, it would probably be found to considerably exceed that sum, as the aggregate number of volumes at that rate, bears no proportion to the amount of means provided for that purpose. In New York and Massachusetts, where the books have been purchased by local school directors and committees, at retail stores or of hawkers and peddlers, the most of them bound in cheap muslin, the average cost has been ninety cents per volume. In Ohio, under the better system of State contract, equally as good — doubtless a far better, selection of books was obtained at an average of sixty-two cents per volumc. The experience of Indiana is, we believe, fully equal to that of Ohio, in demonstrating the great saving by these wholesale purchases. The economy of this mode of purchase is so apparent, I trust, as to need no farther elucidation. Suffice it to say, that from the experience of Ohio and Indiana, and from what I have learned from the leading publishers of the country, a contract can be made for the delivery of the very choicest class of books at some central point in Wisconsin, at an average of from thirty-three to forty per cent. less than the usual retail prices, and that too in a far superior style of binding.

This matter of binding is an exceedingly important consideration in a State system of School Libraries. When the State contracts for the whole, a particular style of binding would be specified, combining neatness, uniformity and durability—with each volume stamped "Wisconsin School Library" on the back of the cover, and the Library Rules and Regulations pasted on the cover within. Under the first contract entered into by the State of Ohio, much complaint was made of the poor and defective character of the binding, by which not a few otherwise valuable books were soon rendered almost worthless; but under the present contract, made in behalf of the State by Hon. Anson Smyth, the present Commissioner of Common Schools of that State, a superior style of half roan binding is provided for, with fine black muslin sides, marbled edges and linings, and three head bands, at prices ranging from fourteen to twenty-five cents per volume—specimens of which I have carefully examined, and better, cheaper, or more substantial binding I never saw. I feel the utmost confidence, that in this single item of binding, alone, adopting the very superior style of Ohio, a vast amount would be saved to the State, and our Libraries; in addition to their increased attractiveness, would prove serviceable a far longer period than they possibly could with the ordinary muslin blinding generally in vogue.

By the Township plan, in addition to the appropriate variety of works suitable to the capacities of all, a superior class

of books which ought to be in every Township, could be gradually introduced. I allude to such noble works as the New American Cyclopedia, Benton's Congressional Debates, Bancroft's and Hildreth's Histories of the United States, Prescott's Histories, the works of Franklin, Irving and Sparks, Lossing's Field Book of the Revolution, and Randall's Life of Jefferson. Under the present district plan, few or none of these desirable works could ever be procured. What a flood of light and knowledge would works of this superior character, in a few brief years, pour into every Township in the State. Our noblest sources of literature would no longer be confined to the favored few, but placed within the reach of the humblest citizen and poorest youth of our State—and thus would our School Libraries become, what our Common Schools should and must be—"Good enough for the richest, and cheap enough for the poorest."

There are two objections I wish here to meet. The first is, that the Township system would not be quite so convenient as the district plan, as the majority of persons in each town would have farther to go for the books. This is true. But with our present district plan, two thirds of all the districts in the State have no libraries at all, and hence suffer an inconceivable loss; and under the present system, the poorer, and thus really needier districts, will always be deprived of the priceless blessing of School Libraries. Cannot, and ought not, some personal sacrifices, if need be, be made by all good citizens, for the general good? Is it not the special duty of governments, to provide for precisely just such cases as this, as a part and parcel of a cheap public education, which, it is universally conceded, we are bound

to provide for all the children of the State?

By having all the books concentrated in a single School Library in the Township, there would be such an increased number and variety of books, from which to select, as would richly compensate for a little extra walk in their procurement, But even this might be measurably obviated, by leaving each town, by vote of its annual meeting, or by the discretion of its proper school officers, to determine whether the Township Library should be divided into two or three sections, and these respectively placed in as many convenient localities, for six months, or a year, and then interchange these sections with other localities, and so theseveral sections would be alternating, and brought within the convenient reach of every part of the fown. Or, as in Michigan, some district officer might be permitted to draw from the Township Library, every three months, the number to which his district would be entitled, and then loan them under proper regulations, to the people of his destrict. Either of these arrangements in connection with the Township plan, would subserve nearly every facility of the District Library system, with the superior advantages of a largely increased number and greater variety of books, offered, in permanent binding, and attractive style, to gladden the hearts, and improve the moral and

mental faculties of all classes of community.

The other objection which I have intimated, is, that by a State system of supplying the books by contract, injustice would be rendered to a worthy class of our own citizens engaged in the business of book-selling. I do not think there can exceed fifty regular book-sellers in the State, who deal in miscellaneous literature, such as District Libraries are in the habit of purchasing. During the past year, in round numbers, there have been 10,000 volumes purchased and added to the libraries in the State, probably not to exceed one half of which were bought of regularly established book-sellers, the rest having been purchased of peddlers. If, then, for the 5,000 volumes bought of the legitimate trade of the State, we estimate a dollar and a half upon an average for each volume, it would be, upon an average, \$150 trade with each merchant, with a profit of from thirty-three to fifty per cent. Ought this trifling advantage to fifty of our worthy merchants, to stand in the way of infinitely greater advantages to all the rest of our fellow citizens? "The greatest good, to the greatest number," is a maxim applicable in this But we may well doubt, whether, after all, this State system of providing School Libraries, would work any disadvantage to the book-sellers of Wisconsin; for, in the end, the largely increased library attractions and facilities, would naturally beget a love of reading, and in this way, make many a patron of books and book-sellers, that would never otherwise purchase so much in a whole twelve-month, as the value of a Family Almanac. And I should calculate, too, that not only the booksellers would be benefitted by this certain mode of increasing the lovers of reading, but also the publishers of agricultural, educational, and literary magazines, as well as the publishers of newspapers generally.

## TOWNSHIP LIBRARIES—ARE THEY DEMANDED?

The people of Wisconsin, we may be very certain, want no feeble system, no half way work. The very best Library plan is none too good for them, if they can but feel a reasonable assurance that a really better system can be provided, and can but see the way clear to meet the expense. That a better system can be devised, the ample experience of the Township plan of our Western sister States of Michigan, Ohio and Indiana, as compared with the partial, inefficient and dilapidated district

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systems of the older States, most conclusively demonstrates. The only remaining question, it seems to me, is, are the people

able to bear the expense?

Before answering this question, let us see what other communities have done, and are doing, when high moral and intellectual appeals are made to their patriotism, their generosity, and the love they bear their children. Over a hundred and fifty years ago, Yale College was founded by ten thoughtful and benevolent men, each laying a few volumes on the table, with the declaration, "I give these books for the founding of a college in this colony." Even the venerable University of Harvard was once supported by the scanty and precarious gifts of the infant colony of Massachusetts, presented in their primitive form—a bushel of wheat, a cord of wood, and a string of Indian wampum. We can better establish a noble library for every town in Wisconsin, and provide for its permanent growth and replenishment, than our New England fathers, a hundred and fifty or two hundred years ago, could found their infant

colleges.

Look at the unparalleled sacrifices of Prussia. "Prussia," says Bancroft, "in the hour of its sufferings and its greatest calamities, renovated its existence partly by the establishment of schools." "Prussia, who furnishes us with a pattern of excellence in the present state of her public schools," says Prof. Stevens, of Girard College, in a letter to the Superintendent of Common Schools of Pennsylvania, written from Berlin, "affords us a still more brilliant example in the noble policy by which she sustained them in times of great public distress. Of all the nations of Europe, Prussia was reduced to the greatest extremity by the wars of Napoleon. In 1806, at the battle of Jena, her whole military force was annihilated. Within a week after the main overthrow, every scattered division of the army fell into the hands of the enemy. Napoleon took up his quarters in Berlin, emptied the arsenal, and stripped the capitol of all the works of art which he thought worthy to be transmitted to Paris. By the treaty of Tilsit, in 1807, the King of Prussia was deprived of one half of his dominions. A French army of 200,000 men were quartered upon the Prussians till the end of the year 1808. Prussia must pay to France the sum of 120,000,000 francs, after her principal sources of income had been appropriated by Napoleon, either to himself or his allies. The system of confiscation went so far that even the revenue from the endowments of schools, of poor-houses, and the fund for widows, was diverted into the Treasury of France. These last were given back in 1811. Foreign loans were made to meet the exorbitant claims of the conqueror. An army must be created, bridges rebuilt, ruined fortifications in every quarter repaired, and so great was the public extremity, that the Prussian ladies, with noble generosity, sent their ornaments and jewels to supply the royal treasury. Rings, crosses, and other ornaments of cast iron were given in return to all those who had made this sacrifice. They bore the inscription, 'Ich gab gold um eisen,' (I gave gold for iron); and such Spartan jewels are much treasured at this day by the possessors and their families. This state of things lasted till after the 'war of Liberation,' in 1812. But it is the pride of Prussia, that at the time of her greatest humiliation and distress, she never for a moment lost sight of the work she had begun in the improvement of her schools." Thus, in 1809, the minister at the head of the Section of Instruction, wrote as follows to some teachers who had been sent to the institution of Pestalozzi to learn his method and principles of instruction: "The Section of Public Instruction begs you to believe, and to assure Mr. Pestalozzi, that the cause is the interest of the government, and of his majesty, the King, personally, who are convinced that liberation from extraordinary calamities is fruitless, and only to be effected by a thorough improvement of the people's education." And amid these sufferings and calamities, the educational advancement of Prussia never flagged for a moment; universities were established, and seminaries founded for the education of teachers.

Some twenty years ago, there was at least some talk that Pennsylvania would be compelled to repudiate her State debts, so large had they become, and so difficult even to provide for their interest; when a distinguished citizen of that State proposed to divert the money appropriated for the support of common schools to the payment of interest on these debts. Alluding to which, Prof. STEPHENS, after enumerating the herculean efforts of Prussia in behalf of public education, even amid her severest sufferings, thus eloquently remarks: this noble policy, on the part of an absolute government, at a time when the nation was struggling for existence, a severe rebuke upon the narrow and short-sighted expedients of those republican politicians, who can invent no better way to pay a public debt than by converting into money that institution on which the virtue and intelligence of the people, and the special safety of a republican State, mainly depend?"

But, we believe, this unrighteous diversion of the school money was not made. This was indeed creditable to the sturdy integrity of Pennsylvania; and to this day, the Key Stone State must pay heavier taxes, and with more becoming cheerfulness, than the people of any other State in the Union. Pennsylvania

sylvania has unfortunately no School Fund. She appropriated last year from her general fund nearly \$300,000 for school purposes, the counties raising the balance needed, which amounted to nearly two millions of dollars more, including building expenses, and this too, when direct taxation is necessary to pay all their ordinary State expenses besides, and over two millions of dollars annually in addition to meet the interest on their forty million State debt, incurred for internal improvements, inwhich the State does not now possess a dime's interest. Yet cheerfully and ungrudgingly do the sturdy sons of Pennsylvania insist on maintaining their excellent school system, at any cost and every sacrifice. The people of Wisconsin could vastly improve their schools, and inaugurate a Township Library system which should annually augment its priceless treasures, and never feel a tithe of the expense, compared with the heroic sacrifices of Prussia and Pennsylvania, to educate their children.

Wherever the Township Library has been introduced, as in Michigan, Ohio and Indiana, it has proved exceedingly useful, and consequently very popular. We hear no lisp of their repeal. The State Superintendent of Michigan declares that the Township Libraries of that State "have been productive of incalculable good." Hon. H. H. BARNEY, wrote in August, 1856, when State Commissioner of Common Schools of Ohio: "During the last four months, I have visited about sixty counties, and have not found one man in fifty that desires a repeal of this library provision of our School Law. I have also found that the demand for the books on the part of the youth, as well as adults, is rapidly increasing, so much so that not the least doubt is entertained, that those libraries will ultimately create a general taste for reading throughout all classes and ages of our people."

"Good books," says Hon. HARVEY RICE, of Cleveland, the father of the School Law of Ohio, "are not only good tools, but indispensable in the field of education; or, to change the figure, they may be regarded as teachers of the highest order, both for the young and the old. In twenty years, if the library tax be continued, the people of Ohio as a mass, I will venture to predict, will become the most intelligent people on the face of the globe; and that, too, at a cost nobody would feel."

Hon. Caleb Mills, late Superintendent of Public Instruction of Indiana, pronounced their Township School Libraries "the crowning excellence" of the educational system of that State. Nor is it wonderful, when we learn, that one Township reported 1,230 volumes taken out in three and a half months; another 687 in four months; another 1,242 in nine months; another 1,050 in six months; another 700 in nine months;

another 1,540 in ten months; another 2,127 in eight and a half months; others during the year, 1,900, 1,920, 2,075, and even 2,226 volumes — when not one of these libraries contained more than 330 volumes. In the whole city of Cincinnati there is but a single School Library, which happily 'avoids a wasteful multiplication of the same books;' and with little more than 12,000 volumes in the Library, the circulation of books during the past year was 47,866 volumes, or four times the total number in the

Library.

As an instance illustrative of the strong feeling of attachment with which the Township Libraries are regarded where they have been established and tested, and how cheerfully the expense is borne by the people, I cite the following from an excellent address by Prof. READ: "I will give the substance of a conversation which I had during my recent visit to Indiana, while in the Auditor's office, examining the most beautiful series of books—the Indiana School Library. A farmer from the remotest township of the county came in. After a little, I said to him, 'Gentry, you are heavily taxed here in Indiana; I have been running away to Wisconsin where they have no old dead horses in the form of canals to pay for, and no interest to pay on bonds which our sharp-sighted Indiana Commissioners were cheated out of. 'Well,' said he, 'we are heavily taxed, and this year, with our short crops and hard prices, it is as much as we can do in our neighborhood to pay our taxes.' 'But,' I said to him, 'it will be the policy of this Legislature to diminish taxation.' He said 'in all mercy he hoped so.' 'They will begin upon your extravagant school system. Now, look at these books—what is the use of them? Do they do a particle of good?' 'Let them,' said he, 'cut off what else they please -let them even cut off the whole school tax beside, but the books we must have.' He then told me, that the books had done his neighborhood more good, and had produced a greater change in the habits of families, than any other means of improvement which had ever been brought to bear upon the people."

The citizens of Wisconsin are not less sensible of these inestimable advantages, nor less ready to make sacrifices to secure them, than are their neighbors in other Western States. People who truly love their children will willingly, nay gladly, make any possible sacrifice for their intellectual and moral culture; and quite as cheerfully too, will they learn to do it for the common benefit of all the children of the community in which they

live.

I think that it may justly be regarded, that this matter of

Township School Libraries is emphatically the present great educational want of Wisconsin. It rises superior, in my humble estimation, to all others. It appeals most powerfully to the parent, to the Legislator, and to every lover of his race. only a question of time. It must come. I firmly believe the people of this State are already prepared for it, and waiting for, and demanding its inauguration. They long to witness legislation the benefits of which will accrue directly and tangibly to every child and every family in the State—redounding to the lasting good of the State itself, to virtue, intelligence, and morality. They long to see legislation which shall, like the dews of Heaven, bring untold blessings to the very domicils of the humblest in community—legislation, of which every man, woman and child in Wisconsin can emphatically see and enjoy its happy They are willing to pay for the economical support of the State government, an upright judiciary dispensing justice alike to all, and humane institutions for the unfortunate; but they ask also for the bread of intellectual life for their children. They demand School Libraries—the very best that wisdom and economy can devise—shall they have them? Never was a truer remark uttered, than that of CARL SCHURZ when he recently thus admonished our legislators: "Let them never forget, that true economy does not consist in close parsimony alone, but in a wise and appropriate application of the public moneys."

There should be a special fund permanently set apart for Township Library purposes, to be annually used in the purchase of carefully selected and approved books, uniformly and substantially bound, and apportioned among the cities and towns of Wisconsin according to some just system of equalization. That the books be selected by the State Superintendent of Public Instruction, or a State Board of Education, or in such other manner as the Legislature may designate, and the contract made for them on the best terms, and in such manner, as may be pro-

vided by law.

The three States of Michigan, Ohio and Indiana, which have taken the initiative in the grand enterprise of Township Libraries, have neither of them taken a dollar from their School Funds for this purpose—and doubtless because those funds were not sufficiently large to warrant it. In the discussion of the present and prospective condition of the School Fund of our State, I think I have shown conclusively, that it is not now, nor ever can be, in a condition to divert from it any considerable amount for either library or other similar purposes. It should be husbanded with the most rigid watch-care exclusively for sustaining the Public Schools. I could not, therefore, with these

views, advise any diversion of this fund for even so noble an object as establishing and perpetually replenishing Township Libraries.

While Indiana imposes a State tax of a quarter of a mill on taxable property, and a poll tax of twenty-five cents, and Ohio levies the tenth of a mill, for Library purposes, I would be inclined to suggest, whether a Library Fund for Wisconsin could not be best created, by setting apart one third of the annual income from the Bank tax, and all of the Railroad tax income. The State of Maine devotes the whole of her Bank tax to the benefit of her public schools, and so does Indiana. our present population at from 800,000 to 1,000,000, this would give us about the same proportional amount set apart for Library purposes as in Indiana, where as much as \$110,000 a year has been raised; and would be none too much to secure efficient and useful Libraries. Estimating, as has been done, the Railroad tax at \$20,000, and \$30,000 as one third of the Bank tax, we should have \$50,000 annually for Library purposes; or, upon an average, about seventy-five dollars for each of the six hundred and fifty towns and cities in the State-some getting. more, and others much less than that amount. Of course, an increase of population, together with an increase in the number of towns in the frontier counties, might or might not diminish the number and value of the books to be apportioned to each town, depending very much upon the fact whether the Library Fund would be of such a nature as to increase in a relative proportion.

For the 10,000 volumes added last year to here and there isolated district Libraries throughout the State, the people of Wisconsin could not have paid probably less than fifteen thousand dollars; and it would be safe to estimate, that one half of the works, obtained of the itinerant venders, were worthless, or even Deducting this worthless expenditure, we should be paying some \$15,000 for 5,000 useful volumes, and these in poor, varied, and unsubstantial binding. Suppose we were to expend \$50,000 annually for Township Libraries, and secure say 65,000 or 70,000 volumes—all thoroughly examined, and faithfully tested as good and useful—we should then for the \$35,000 in addition to what we now expend, get not less than sixty thousand useful volumes more than we now do. should, besides, have them in a far neater and more serviceable style of binding, and they would be three times as generally diffused as are our present libraries—for only one third of the State, after ten years' steady efforts to that end, has as yet been supplied with libraries, and that with but a few volumes to each collection. Sixty-five or seventy thousand volumes a year ap-

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portioned to the several towns and cities of the State, would be a very different matter from the weak and utterly inefficient system which has thus far given, upon an average, less than a volume a year, for the last ten years, to each of the several school districts of the State. Larger libraries, annually replenished, would prove far more attractive than the present small and ill-assorted collections, and hence the real amount of reading done, and useful knowledge imparted, would be increased beyond all estimation.

If all the districts in the State should promptly engage in the great work of securing libraries for themselves under the present library law, it would prove a far more onerous tax on the people, and they have far less to show for it, than by the State system here suggested. The universal experience of other States has proven beyond a doubt, that the district library system is, pecuniarily, a wasteful and extravagant one, while the township plan is not only one of true economy, but fraught with the richest and most enduring bless-

ings to the people.

Perhaps the objection might be raised, that this new system would create new officers to eat out the substance of the people. If additional officers were really needed to carry out so noble a reform, they should unhesitatingly and ungrudgingly be provided. But under the Township Library plan, there need necessarily be no new offices created. Under the present district plan, we have 1,875 libraries, and each of these must have a librarian; while, with the Township system, we should require but about six hundred and fifty librarians for the whole State—one for each town and city. Here then would be a large decrease of officers. I think, however, it would be but just and proper, that as a Township Librarian would have largely increased labors over the District Librarian, he should receive some reasonable compensation. This should be provided either by the town, or by imposing a tax of one cent on each volume taken out of the library. This idea of a cent tax on the books taken out of the Library is not a new one, as Hon. HENRY BARNARD assured me; and he advised it as a good regulation. Fines and penalties could either be applied towards the Librarian's compensation, or for Library fixtures and occasional re-binding.

It may be asked, what, in the event of establishing Township Libraries, should be done with the present district libraries? I should hardly think any legislation would be necessary. They are indisputably the property of the districts possessing them; and probably a large majority of the volumes, from injudicious selections and long usage, would not prove sufficiently

desirable for the Township Library as to have them appraised, and the other parts of the town taxed for their proper share. By such a course, in a town where several district libraries exist, many works might thus be duplicated. It would seem to me most proper, that if the districts would not generously contribute them to the Township Library, they had better retain them for their own use. In addition to furnishing each town and city in the State with a library, I would suggest whether it would not be advisable, to furnish such a selection, as the State officer or officers, having this matter in charge, might deem appropriate, to the State Library, the Libraries of the State Historical Society, the Department of Public Instruction, the State Prison, House of Refuge, Deaf and Dumb Institute, Insane Asylum, Blind Asylum, and to each State Normal School, or Normal department, under State patronage and supervision. each of these, I am very confident a proper selection would prove eminently useful. "Every man and woman," writes Hon. E. M. Macgraw, State Prison Commissioner, "who can read at all, is very anxious to have books and papers, and the greatest uneasiness is menifested when a book is read through before the day of change, and they have no reading matter on hand. think reading has a very beneficial influence on the inmates of the Prison."

This general plan—at least the superiority of the township. system over the old district plan, and the decided advantages of the State, through its properly constituted agents, selecting the books with a view to economy and superior excellence, has met with a far more general approval by the leading educators and friends of education in the country than almost any other matter connected with our Common School system. Among them it is gratifying to observe such a brilliant galaxy of names as those of Henry Barnard, Horace Mann, Barnas Sears, Caleb Mills, Ira Mayhew, Geo. S. Boutwell, Henry S. Randall, John D. Philbrick, H. H. Barney, Anson Smyth, W. C. Larrabee, Henry C. Hickok, H. H. Van Dyck, David N. Camp, J. S. Adams, and Maturin L. Fisher, who are now, or have been, at the head of the School Departments of their respective States, and such eminent men and friends of education as the venerable President Nott, Francis Wayland, Chancellor Amos Dean, Theodore Frelinghuysen, Alexander D. Bache, Samuel S. Randall, Edward Everett, Wm. H. Prescott, Washington Irving, Bayard Taylor and Benson J. Lossing, together with a long array of worthy names of our own State. Extracts of letters from these several gentlemen, may be found appended to this Report, and cannot fail to produce a favorable impression. Such is an outline of the Township Library system, with something of a survey of its superiority over the old district plan. It is feasible; it is practicable; it is within our means, What other States have done, and is really worth doing, Wisconsin can do. Look at Indiana with her 370,000 volumes in her Township Libraries, Ohio with her 232,000, and Michigan with her 200,000 volumes! What a magnificent spectacle! And Michigan, too, reports but 173,000 children of school age, while Wisconsin reports 264,000; and, with this number of school children, Wisconsin ought, by the same ratio, to have over 300,000 volumes in her School Libraries; but so far from it, she has in reality, by her puny and degenerate system, only 38,000. No sane man, at all acquainted with the two States, would venture an opinion that Michigan is the superior of Wisconsin in any point of view; the wonderful increase of the latter over the former during the past ten years in wealth and population is sufficient proof on this point. It is then, the fundamental difference in the two systems that has made such a wide variance in the results of their respective school library experience. Unfortunately for Wisconsin, ours has been the old fogy system, which Michigan wisely abandoned long ago. We can, if we We are fully able to go up and possess the will, do the same. land, for there are only imaginary giants in the way. With a property valuation of well nigh two hundred millions of dollars, we have the ability. A quarter of a mill tax on this valuation, would yield \$50,000.

As a people, we are very ready to spend our money freely for purposes of very doubtful utility. The cost of crime alone foots up a very heavy item. Judging from its cost in Dane county, for officers' fees, jurors' expenses, &c., the aggregate for the whole State cannot be less than \$300,000 annually, and fully two-thirds as much more should be added for lawyers' fees, in criminal cases, which would swell the total amount to half a million of dollars—one tenth of which annually, would soon bless every Township in the State with a noble library of the intellectual productions of the mightiest minds that ever existed. Had we more libraries, we should have less crime;

the preventive is always cheaper and better than the cure.

I admire the frank and manly advice of Prof. J. B. TURNER, of Illinois, to the farmers of that State, urging them to write more than they do for their agricultural papers. "But when you write," he says, "don't let it be exclusively about corn, pork, wheat and cattle, and pecuniary interests,—all of which are vastly important to you and to the world; still, I say, don't speak of these exclusively, but let us also hear what you are doing to raise up a fine stock of children—of men and women—to live on these beautiful prairies, and rule this Western Continent

when you and I are dead, and the world has forgotten us, and all have wholly forgotten us, save those dear children that now ask a School Library at our hands. When you write, tell us in few words whether you have got this School Library; how you like it; how your children like it; whether their eyes sparkle more brightly, and earthly and immortal hope swells more buoyantly in their youthful hearts than before its purchase. For of these things we would like to hear, and your report and your

light will encourage others to 'go and do likewise.'"

No man could begin to estimate the good effect which would result from six or seven hundred noble Township Libraries in Wisconsin, with fresh and interesting additions made every year. history of a single country neighborhood," says Prof. READ, "which I intimately know, most remarkably illustrates the power of a single library in awakening and calling forth talent. is a neighborhood in our own West-in Athens County, Ohio. It lies some twelve miles from the county seat, in the midst of hills, with no important thoroughfare passing through it, and with as few external causes of mental excitement as any neighborhood which can be found anywhere in our country. Its inhabitants are in moderate circumstances, and do not, even at this day, exceed one thousand in number. About the close of the last century, and but some four or five years after the very first blows were struck in felling the forest in that region, a few of the settlers came together to devise a plan for opening roads in the neighborhood. After this business had been completed, one of the company raised the question, 'How shall our young people, in their isolated condition, be led to make the most of themselves by intellectual improvement?'

"The idea of a neighborhood library was started. But money would be needed to buy the books, and money among the early settlers of that day, was almost as much unknown as among the heroes of Homer. But where there is a will there is a way; and it was finally agreed, to hold, under suitable leaders, a series of hunting matches, and to devote the furs and peltries that might be the result, for the purchase of a small library. The plan was faithfully executed; the furs and peltries sent on to Boston, where the Rev. Thaddeus M. Harris, and the Rev. Dr. Manasseh Cutler, made the selection. I have often seen this collection, after it had been much enlarged beyond the original purchase. It consisted of such books as Plutarch's Lives, Franklin's Life, Goldsmith's Animated Nature, Robertson's

America, and works of this general type.

"Now, mark the result of this library upon those growing up in the neighborhood, during the half century, and little more, since it was commenced. More men and women of high stand-

ing and wide influence in society, have come forth from that single country neighborhood, than from the whole county besides, and, I think I may say, than from the five surrounding counties. Lawyers, physicians, merchants, teachers of high rank, and clergymen have come from it in remarkable numbers, in proportion to the population. Some of these are of such eminence as to

be well known throughout the nation.

"I once made inquiry of Thomas Ewing, the eminent lawyer, formerly Secretary of the Treasury, and afterwards Secretary of the Interior, who was from the neighborhood of which I have been speaking, as to the cause of a spot apparently so unpromising, having produced so many persons of distinction, as well as concerning the exciting cause of his own impulses. "The Library," he replied, "the library has done the whole, both in my own case and in that of others." In the same conversation, he proceeded to relate an anecdote of himself, which, as it illustrates the means which the children of the poorest families will employ to secure the opportunity of reading, I will repeat. "I had gathered," said he, "my usual quantity of hickory bark for my evening's light, and with book in hand, taken my seat in the chimney corner. A gentleman staying that night at my father's, asked to see the book, and by some means, in handing it to him, it fell on the hearth, and was soiled with grease and ashes. There was by the library rules a fine of a fip for every soiled spot, and never since have I been in such distress to know how I should meet the demand, which, however, the directors at their next meeting, considering all the circumstances of the case, but especially my poverty, and ardent love of reading, generously remitted, without depriving me of the use of the library.'

"Were School Libraries scattered abroad throughout the State, the books would be used in many a family by the light of hickory bark or pine knots, and would be the means of bringing forth from poverty and obscurity many who otherwise would never know their own powers." The boy who was so distressed because he could not play his fip fine, by the blessing of a single neighborhood library rose to distinction, and has since had the management of hundreds of millions of the people's treas-Plant School Libraries in every township in Wisconsin, and properly nourish them, and those of us now on the stage of action who may yet be lingering on the shores of Time twenty or thirty years hence, will be able to point to many a leading statesman and man of eminence—Governors, jurists, congress. men, ambassadors, cabinet officers, and perhaps even Presidents; whose humble beginnings may be traced to these very libraries. The rude cabins in the frontier settlements of Chippewa, Marathon, Shawanaw, Door, and Oconto, may shelter many an unpromising youth, who may yet date the dawning of true genius from reading, by the light of hickory bark or pine knots, the volumes in our School Libraries, and whose honored names will yet be placed high in the Temple of Fame. Such ever has been, and ever will be, the power of books—the mighty influence of libraries.

"The dew-drop on the infant plant, Has.warped the giant oak forever."

Let me sum up the claims of School Libraries by citing the graphic and powerful appeal of that veteran friend of education, Horace Mann: "He would, of course, dwell upon the facilities which a library would furnish at all times, to the children, for useful mental occupation; he would speak of time, redeemed from idleness and from that wantonness of juvenile mirth, that tends to mischievous habits, and, if unchecked and undiverted, grows up into adult vice; he would advert to the wealth of information it would dispense, and to the nobleness of action it would inspire; —thus, wherever its influences flowed, making its effects, in improved conduct and more elevated character, as visible to the mental vision, as the vigorous growth of meadows, which are watered by an enriching stream, is to the natural eye. He would explain the wonderful results of mere tendencies; how, with but few exceptions, a uniform bias, on one side or the other, during the years of minority, settles destiny for life,—a truth almost wholly overlooked by the mass of men; and he would illustrate,—not painting from fancy, but copying from some original fact, how wide asunder is the termination of paths, whose divergency is scarcely perceptible. enumerate some of the exposures, to which active-minded children are now cruelly subjected, from the want of an attractive employment; how their superabundant energy is tempted to flow out into acts of childish roguery, where, at first, the gamesomeness and fun predominate over the malice, but, at last, the malica gets the accendency over them; how they are tempted to occupy their leisure with games of chance,—a habit of which ripens and matures into a love of gambling, of dissipation, of horse-racing, of tavern-haunting, of drinking, of drunkenness, of death; or how, from a constant seeking after excitements, from a want of stable foundation of truth, unsettled habits and a volatility of thought are sequired; which, of course, are followed by inconstancy of purpose and of action, and lead outward and opward to unthriftiness, to penury, and the poordiouse, and, at least, to temporal perdition. He would show, that all these evils are neighbors, living on the same road, and not very far spart. On the other hand, he would show, how a habit of intelligent reading, not only enriches the mind with facts, but creates ability, and thus enables it to take up and master many more of the innumerable problems of life, which observation and experience-force upon it; that the reading of good books, gives both the love and the power of instructive and elevating conversation, and tends to prudence, and wisdom, and benevolence in action; that it would turn the whole current of social feeling, which flows impetuously in the youthful mind, towards associations, formed for the mutual improvement of the members; towards the reading-room, instead of the ball-room, the lecture-room, instead of the theatre; that it would refine and elevate the social intercourse between the sexes, which has so decisive a bearing upon the indirect education of children; or, if it led to privacy and seclusion at all, it would be the retirement of the study, where great plans for human advancement are devised and matured, and not the secrecy of the gaming-table, where abominations are wrought."

"Now no one thing," says Mr. Mann, elsewhere, "will contribute more to intelligent reading in our schools, than a wellselected library; and, through intelligence, the library will also contribute to rhetorical ease, grace and expressiveness. up a child to a consciousness of power and beauty, and you might as easily confine Hercules to a distaff, or bind Apollo to a tread-mill, as to confine his spirit within the mechanical round of a school-room, where such mechanism still exists. child read and understand such stories as the friendship of Damon and Pythias, the integrity of Aristides, the fidelity of Regulus, the purity of Washington, the invincible perseverence of Franklin, and he will think differently and act differently all the days of his remaining life. Let soys or girls of sixteen years of age, read an intelligible and popular treatise on astronomy and geology, and from that day new heavens will bend over their heads, and a new earth will spread out beneath their feet. A mind accustomed to go rejoicing over the splendid regions of the material universe, or to luxuriate in the richer worlds of thought, can never afterwards read like a wooden machine,—a thing of cranks and pipes,—to say nothing of the pleasures and the utility it will realise."

If we wisely provide School Libraries of appropriate books for our children, they will learn to drink in the patriotism and virtues of our fathers, and imbibe the sentiments of the noble representative men of our race of every age and clime. "Canwe breath the pure mountain air, and not be refreshed; can we walk abroad amidst the beautiful and the grand of the works of creation, and feel no kindling of devotion?" One of our noblest statesmen has said, that "we cannot recent too often, nor dwell"

too long, upon the lives and characters of such men; for our own will take something of their form and impression from those on which they rest. If we inhale the moral atmosphere in which they moved, we must feel its purifying and invigorating influence. If we raise our thoughts to their elevation, our minds will be expanded and ennobled, in beholding the immeasurable distance beneath and around us."

Freely and ungrudgingly furnish School Libraries for our children, and History will trace in our future literature the chastened, hopeful, enterprising spirit that reigned in the prayerful cabin of the Mayflower, in the primitive settlements of the Catholics of Maryland, the Baptists of Rhode Island, and Quakers of Pennsylvania, and which hovered over the sufferings and agonies of the never-to-be-forgotten heroes of Valley Forge.

### MORAL EDUCATION.

It has been well remarked, "That it is a State's duty, and the true object had in view by any system of public education, to make a virtuous population, will hardly be doubted. the expenditure of the public money for any system of State Schools, can scarcely be justified on other grounds than those of self-preservation, and the duty to promote the general prosperity of the commonwealth. Ignorance does clog the wheels of enterprise, and fetter the steps of all improvement. It becomes therefore the right, nay, the imperative duty of the State, to encourage the spread of intelligence, and the repression of ignorance. But ignorance is not, by a hundred-fold, so deadly a foe to the quiet and permanence of a society, as is vice; and hence, the duty of the State to suppress this most destructive of monsters. The penal laws all proceed upon the supposition that it is a solemn duty to punish the overt act of crime and vice.— Is it not then a duty to prevent these? And this can be done partly by education, if that education embraces suitable subjects, and is imparted in a proper manner. The right of a community to take measures for its own self-preservation, therefore, implies, and carries along with it the duty, to educate its children, and save them from both ignorance and vice—the one of which benumbs and stifles, the other of which corrupts and blights, whatever might be good and noble.

"To make our schools, then," continues the Hon. ROBERT ALLYN, late Commissioner of Public Schools of Rhode Island, "what they are intended to be, the conservators and stimulators of all goodness and enterprise, they must be made redolent of moral influences; they must be at all times filled with the all-veryading presence of virtues instructions. It must be the

teacher's duty to study daily in what manner he can best form his scholars to the manners of good, law-abiding citizens, and brave-hearted, energetic defenders of the weak and defenceless. He must remember that no external ornaments of learning—no mere polish of refinement—can atone for the possession of a debased and an unworthy soul. We must insist on this high, unsectarian, moral instruction, in all the school rooms which the State sends its money to support, and its officers to oversee. We must insist that a moral character is the first requisite in a teacher, and that an ability to teach the same morality, is a matter of higher importance than any amount of merely secular knowledge."

It is not necessary to discuss this subject at length, in this connection, important as it confessedly is, as it has been quite fully treated in a separate paper, which will be found appended

to this Report.

# NORMAL SCHOOLS.

"I have heard," says Hon. Horace Mann, "that distinguished surgeon, Doct. John C. Warren, of Boston, relate the following anecdote, which happened to him in London:—Being invited to witness a very difficult operation upon the human eye, by a celebrated English oculist, he was so much struck by the skill and science which were exhibited by the operator, that he sought a private interview with him, to inquire by what means he had become so accomplished a master of his art. 'Sir,' said the oculist, 'I spoiled a hat-full of eyes to learn it.' Thus it is with incompetent teachers; they may spoil schoolrooms-full of children to learn how to teach,—and perhaps may not always learn even then."

It has been sententiously and truly remarked, "The life or death of the school is the teacher." "As is the teacher, so is the school," is a great fundamental maxim. "No teacher," says President Wayland, "is fit to have a scholar unless he is able to make his mark upon him." Every sentiment inculcated by the teacher should be such that he could conscientiously say,

"Nothing which dying I would wish to blot."

We do not knowingly trust illiterate men to instruct us in spiritual and divine things; nor quacks to trifle with our lives or health, nor ignorant pretenders to defend our characters or property in courts of justice. We want thoroughly disciplined men for these important professions. Nor is it less important that we should have men as thoroughly fitted to teach our children—to so direct their young immortal intellects, that they may be led to pursue the path of knowledge, virtue and happiness. This thorough course of preparation is only acquired at Normal

or Training Schools. As these are of European origin, let us take a brief view of their fruits, by which alone we can properly

judge them:

"On reviewing a period of six weeks," says Horace Mann, "the greater part of which I spent in visiting schools in the North and Middle of Prussia and Saxony, (except, of course, the time occupied in going from place to place,) entering the schools to hear the first recitation in the morning, and remaining until the last was completed at night, I call to mind three things about which I cannot be mistaken. In some of my opinions and inferences I may have erred, but of the following facts there can be no doubt:

"1st. During all this time, I never saw a teacher, hearing a lesson of any kind, (excepting a reading or spelling lesson,) with a book in his hand.

"2nd. I never saw a teacher sitting while hearing a recitation.

"3rd. Though I saw hundreds of schools, and thousands,—I think I may say, within bounds, tens of thousands of pupils,—I never saw one child undergoing punishment, or arraigned for misconduct. I never saw one child in tears from having been

punished or from fear of being punished.

- "During the above period, I witnessed exercises in Geography, ancient and modern, in the German language,—from the explanation of the simplest words up to belles-lettres disquisitions, with rules for speaking and writing; in Arithmetic, Algebra, Geometry, Surveying and Trigonometry; in Book-keeping, in Civil History, ancient and modern; in Natural Philosophy; in Botany and Zoology; in Mineralogy, where there were hundreds of specimens; in the endless variety of the exercises in thinking, knowledge of nature, of the world, and of society; in Bible history and Bible knowledge; and, as I before said, in no one of these cases did I see a teacher with a book in his hand. His book,—his books,—his library, was in his head. Promptly, without pause, without hesitation, from the rich resources of his own mind, he brought forth whatever the occasion demanded.
- "I have said that I saw no teacher sitting in his school. Aged or young, all stood. Nor did they stand apart and aloof in sullen dignity. They mingled with their pupils, passing rapidly from one side of the class to the other, animating, encouraging, sympathizing, breathing life into less active natures, assuring the timid, distributing encouragement and endearment to all.
- "These incitements and endearments of the teachers, this personal ubiquity, as it were, among all the pupils in the class,

prevailed much more as the pupils were younger. Before the older classes the teacher's manner became calm and didactic. The habit of attention being once formed, nothing was left for subsequent years or teachers, but the casy task of maintaining it. Was there ever such a comment as this on the practice of having cheap teachers because the school is young, or incompe-

tent ones because it is backward!

"In Prussia and in Saxony, as well as in Scotland, the power of commanding and retaining the attention of a class is held to be a sine qua non in a teacher's qualifications. If he has not talent, skill, vivacity, or resources of anecdote, and wit sufficient to arouse and retain the attention of his pupils during the accustomed period of recitation, he is deemed to have mistaken his calling, and receives a significant hint to change his vocation.

"The third circumstance I mentioned above was, the beautiful relation of harmony and affection which subsisted between teacher and pupils. I cannot say, that the extraordinary circumstance I have mentioned was not the result of chance or accident. Of the probability of that, others must judge. I can only say that, during all the time mentioned, I never saw a blow struck, I never heard a sharp rebuke given, I never saw a child in tears, nor arraigned at the teacher's bar for any alleged misconduct. On the contrary, the relation seemed to be one of duty first, and then affection, on the part of the teacher — of affection first, and then duty, on the part of the scholar. The teacher's manner was better than parental, for it had a parent's tenderness and vigilance, without the foolish doatings or indulgences, to which parental affection is prone. I heard no child ridiculed, sneered at, or scolded, for making a mistake. On the contrary, whenever a mistake was made, or there was a want of promptness in giving a reply, the expression of the teacher was that of grief and disappointment, as though there had been a failure not merely to answer the question of a master, but to comply with the expectations of a friend. No child was disconcerted, disabled, or bereft of his senses, through fear. Nay, generally at the end of the answers, the teacher's practice is to encourage him, with the exclamation, 'good,' 'right,' 'wholly right,' &c., or to check him with his slowly and painfully articulated 'no;' and this is done with a tone of voice, that marks every degree of plus and minus in the scale of approbation and regret. When a difficult question has been put to a young child, which tasks all his energies, the teacher approaches him with a mingled look of concern and encouragement; he stands before him, the light and shade of hope and fear alternately crossing his countenance; and if the little wrestler with difficulty triumphs, the teacher felicitates him upon his success; perhaps seizes, and shakes him by the hand in token of congratulation; and, when the difficulty has been really formidable, and the effort triumphant, I have seen the teacher catch up the child in his arms, and embrace him, as though he were not able to contain his joy. At another time I have seen a teacher actually clap his hands with delight at a bright reply; and all this has been done so naturally and so unaffectedly as to excite no other feeling in the residue of the children than a desire, by the same means, to win the same caresses. What person worthy of being called by the name, or of sustaining the sacred relation of a parent, would not give any thing, bear anything, sacrifice anything, to have his children, during eight or ten years of the period of their childhood, surrounded by circumstances, and breathed upon by sweet and

humanizing influences like these!

"Still, in almost every German school into which I entered, I enquired whether corporeal punishments were allowed or used, and I was uniformly answered in the affirmative. further said, that, though all teachers had liberty to use it, yet cases of its occurrence were very rare, and these cases were confined almost wholly to young scholars. Until the teacher had time to establish the relation of affection between himself and the new comer into his school, until he had time to create that attachment which children always feel towards any one who, day after day, supplies them with novel and pleasing ideas, it was occasionally necessary to restrain and punish them. But after a short time, a love of the teacher, and a love of knowledge, become a substitute,—how amiable a one! for punishment. When I asked my common question of Dr. Vogel, of Leipsic, he answered, 'that it was still used in the schools of which he had But,' added he, 'thank God, it is used the superintendence. less and less, and when we teachers become fully competent to our work, it will cease altogether.'

"To the above I may add, that I found all the teachers whom I visited, alive to the subject of improvement. They had libraries of the standard works on Education,—works of which there are such great numbers in the German language. Every new book of any promise, was eagerly sought after; and I uniformly found the educational periodicals of the day, upon the tables of the

teachers.

"The extensive range and high grade of instruction which so many of the German youth are enjoying, and these noble qualifications on the part of the instructors, are the natural and legitimate result of their Seminaries for Teachers. Without the latter, the former never could have been, any more than an effect without its cause."

The distinguished M. Guizor, repeatedly Minister of Public Instruction in France, when introducing the Law of Primary Instruction to the Chamber of French Deputies, in 1833, said: "All the provisions hitherto described, would be of none effect, if we took no pains to procure for the public school thus constituted, an able master, and worthy of the high vocation of instructing the people. It cannot be too often repeated, that it is the master who makes the school. What a well assorted union of qualities is required to constitute a good master! A good master ought to be a man who knows much more than he is called upon to teach, that he may teach with intelligence and with taste; who is to live in an humble sphere, and yet have a noble and elevated spirit; that he may preserve that dignity of mind and of deportment, without which he will never obtain the respect and confidence of families; who possesses a rare mixture of gentleness and firmness; for, inferior though he be, in station, to many individuals in the Communes, he ought to be the obsequious servant to none; a man not ignorant of his rights, but thinking much more of his duties; showing to all a good example, and serving to all as a counsellor; not given to change his condition, but satisfied with his situation, because it gives him the power of doing good; and who has made up his mind to live and to die in the service of Primary Instruction, which to him is the service of God and his fellow creatures. To rear up masters approaching to such a model, is a difficult task, and yet we must succeed in it, or we have done nothing for elementary instruction.

VICTOR COUSIN, who like GUIZOT, has served with distinction as Minister of Public Instruction in France, in his Report on the Public Instruction of Prussia, justly observes, that "the best plans of instruction cannot be executed except by the instrumentality of good teachers; and the State has done nothing for popular education, if it does not watch that those who devote themselves to teaching be well prepared." Three years subsequent to his visit to Prussia, M. Cousin made a tour in Holland with a view of investigating the educational system of that country; and says, as the result of his further inquiries on the subject: "I attach the greatest importance to Normal Primary Schools, and I consider that all future success in the education of the people depends upon them. In perfecting her (Holland) system of Primary Schools, Normal Schools were introduced for the better training of masters. All the School Inspectors with whom I met in the course of my journey, assured me that they had brought about an entire change in the condition of the school-master, and that they had given the young teachers a feeling of dignity in their profession, and had thereby introduced

an improved tone and style of manners."

Prof. A. D. BACHE, a great-grandson of the illustrious Franklin, now at the head of the United States Coast Survey, who went several years since to Europe, at the instance of Girard College, to examine educational systems abroad, makes the following impressive remarks in his able Report on Educa-

tion in Europe:

"When education is to be rapidly advanced, seminaries for teachers offer the means of securing this result. An eminent teacher is selected as Director of the Seminary; and by the aid of competent assistants, and while benefiting the community by the instruction given in the schools attached to the Seminary, trains, yearly, from thirty to forty youths in the enlightened practice of his methods; these, in their turn, become teachers of schools, which they are fit at once to conduct, without the failures and mistakes usual with novices; for though beginners in name, they have acquired in the course of the two or three years spent at the Seminary, an experience equivalent to many years of unguided efforts. This result has been fully realized in the success of the attempts to spread the methods of Pestalozzi and others through Prussia. The plan has been adopted, and is yielding its appropriate fruits in Holland, Switzerland, France and Saxony; while in Austria, where the method of preparing teachers by their attendance on the primary schools is still adhered to, the schools are stationary, and behind those of Northern and Middle Germany.

"These Seminaries produce a strong esprit de corps among teachers, which tends powerfully to interest them in their profession, and attach them to it, to elevate it in their eyes, and to stimulate them to improve constantly upon the attainments, with which they may have commenced its exercise. By their aid, a standard of examination in the theory and practice of instruction is furnished, which may be fairly exacted of candidates who have chosen a different way to obtain access to the profession.

"Wherever Normal Schools have been established," says Hon. Egerton Ryerson, Chief Superintendent of Public Instruction of Upper Canada, "it has been found thus far that the demand for regularly trained teachers has exceeded the supply which the Normal Schools have been able to provide. It is so in the United States; it is so, up to the present time, in France; it is most pressingly and painfully so in England, Ireland and Scotland. I was told by the Head Masters of the great Normal Schools in London, in Dublin, in Glasgow, and in Edinburgh, that such was the demand for the pupils of the Normal Schools as teachers, that, in many instances, they found it

impossible to retain them in the Normal School during the pre-

scribed course—even when it was limited to a year."

Prof. Calvin E. Stowe visited Europe in 1839, and on his return, submitted a Report on Elementary Public Instruction in Europe, to the Legislature of Ohio. To the objection, "We have had good teachers without Normal Seminaries, and may have good teachers still," he makes the following characteristic and graphic reply: "This is the old and stereotyped objection against every attempt at improvement in every age. When the bold experiment was first made of nailing iron upon a horse's hoof, the objection was probably urged that horse-shoes were entirely unnecessary—'We have had excellent horses without them, and shall probably continue to have them. The Greeks and Romans never used iron horse-shoes; and did they not have the best of horses, which could travel thousands of miles, and bear on their backs the conquerors of the world?' So when chimneys and windows were first introduced, the same objection would still hold good. 'We have had very comfortable houses without these expensive additions. Our fathers never had them, and why should we?' And at this day, if we were to attempt, in certain parts of the Scottish Highlands, to introduce the practice of wearing pantaloons, we should probably be met with the same objection. We have had very good men without pantaloons, and no doubt we shall continue to have them. In fact, we seldom know the inconveniences of an old thing until we have taken a new and a better one in its stead. It is scarcely a year since the New York and European sailing packets were supposed to be the ne plus ultra of a comfortable and speedy passage across the Atlantic; but now in comparison with the newly established steam packets, they are justly regarded as a slow, uncertain and tedious mode of conveyance. The human race is progressive, and it often happens that the greatest conveniences of one generation, are reckoned among the clumsiest waste lumber of the next. Compare the best printing press at which Dr. Franklin ever worked, with those splendid machines which now throw off their thousand sheets an hour; and who will put these down by repeating, that Dr. Franklin was a very good printer, and made very good books, and became quite rich without them?

"I know that we have good teachers already; and I honor the men who have made themselves good teachers, with so little encouragement, and so little opportunity of study. But I also know that such teachers are very few, almost none, in comparison with the public wants; and that a supply never can be expected without the increased facilities which a good Teachers' Seminary would furnish."

"The most momentous practical questions," says HOBACE. Mann, "now before our State and country, are these: In order to preserve our republican institutions, must not our Common Schools be elevated in character and increased in efficiency? and, in order to bring our schools up to the point of excellence demanded by the nature of our institutions, must there not be a special course of study and training to qualify teachers for their office? No other worldly interest presents any question compa-

rable to these in importance.

"In maintaining the affirmative of this question, — namely, that all teachers do require a special course of study and training, to qualify them for their profession,— I will not higgle with my adversary in adjusting preliminaries. He may be the disciple of any school in metaphysics, and he may hold what faith he pleases, respecting the mind's nature and essence. Be he spiritualist or materialist, it here matters not,—nay, though he should deny that there is any such substance as mind or spirit, at all, I will not stop to dispute that point with him,—preferring rather to imitate the example of those old knights of the tournament, who felt such confidence in the justness of their cause, that they gave their adversaries the advantage of sun and wind. For, whatever the mind may be, in its inscrutable nature or essence, or whether there be any such thing as mind or spirit at all, properly so called, this we have seen, and do know, that there come beings into this world, with every incoming generation of children, who, although at first so ignorant, helpless, speechless, -so incapable of all motion, upright or rotary,—that we can hardly persuade ourselves that they have not lost their way, and come, by mistake, into the wrong world; yet, after a few swift years have passed away, we see thousands of these same ignorant and helpless beings, expiating horrible offences in prison cells, or dashing themselves to death against the bars of a maniac's cage; -- others of them, we see, holding 'colloquy sublime' in halls where a nation's fate is arbitrated, or solving some of the mightiest problems that belong to this wonderful universe;—and others still, there are, who, by daily and nightly contemplation of the laws of God, have kindled that fire of divine truth within their bosoms, by which they become those mortal luminaries whose light shineth from one part of the heavens unto the other. And this amazing change in these feeble and helpless creatures, —this transfiguration of them for good or for evil—is wrought by laws of organization and of increase, as certain in their operation, and as infallible in their results, as those by which the skillful gardener substitutes flowers, and delicious fruits, and healing herbs, for briars and thorns and poisonous plants. And as we hold the gardener responsible for the productions of his garden, so is the community responsible for the general character and conduct of its children."

But at this late day, it is believed, no special plea in behalf of Normal Schools is necessary. They have been tested as well in this country as in Europe, and everywhere have produced the most marked beneficial results. Very many of our States have established, or otherwise encouraged Normal Schools. There is not known to be a leading educator in the country who does not heartily approve them, when properly conducted, as a most important instrumentality in providing good teachers for our schools, and thus elevating the standard of common school edu-"'Knowledge is power," said Lord Bacon,—"therefore, the more knowledge a people possess, the more powerful will they become, as compared with, and as brought into competition with other people. What means, then, should be adopted to secure this desirable improvement in education? Instructors can never teach more than they themselves know. The way, therefore, is clear. If the pupils are to be well and thoroughly taught, their teachers must be taught more highly—their knowledge must be increased, and their qualifications enlarged, im-

proved and elevated."

It is not alone the additional number of well qualified teachers the Normal Schools furnish, but their influence also on others, that should be taken into consideration. I was told, in Massachusetts, that the influence of their Normal School graduates was of the highest value in every district where they taught—elevating a new standard; and the people seeing it, ever after seek teachers of this class to maintain this elevated standard; other teachers, who have not enjoyed the same advantages, seeing the difference, try to profit by it; and thus, these Nomral graduates, in the schools, in the neighborhood, in Teachers' Institutes, and among their less-favored instructors, exert a most beneficial influence, very much as do the West Point Military Academy graduates among the militia wherever they go. Hon. ROBERT ALLYN, in his report of 1850, as State School Commissioner of Rhode Island, says: "The effect of the graduates of the Normal Schools is already felt to some extent, for good upon the teachers of the State. They have gone abroad into various schools, and by coming in contact with other teachers, and by making popular the methods of instruction learned in the Normal School, they are gradually but surely causing the standard of attainments in school teachers to rise, as well as the standard amount of duty they shall be required to perform. If such an influence begins to be apparent within two years from its commencement, we may with certainty expect that its benefits will constantly increase

till all parts of our State shall feel it, and be made better there-

by."

We have inaugurated a system of Normal Schools in Wisconsin, and provided liberal means to sustain them. There are many in our State,—I think a large majority—who look hopefully upon this measure; while there are others who regard it as little better than an utter waste of the fund devoted by the State to that purpose. The latter class, I believe, regard the system as copied from the experience of the New York Normal Academical departments, which all concede has not proved any too successful, to say the least of it. The Literature Fund of that State is distributed to certain Academies with Normal departments, and little or no care is taken by the Regents of the University, who have the management of the matter, in requiring a faithful adherence to the standard of study and qualification adopted; and, worst of all, no State supervision is exercised over these Normal departments. dollars is granted to these institutions for each scholar in the Normal department; and the main strife seems to be, on the part of the Academies, to wring in all the scholars they can, and get the public money. Even the Regents of that State, I learn, are satisfied, that the \$18,000 thus annually appropriated, is almost an utter waste, so far as specially educating teachers is concerned.

Our Board of Normal Regents seem to be earnestly endeavoring to avoid the rock on which the New York Academical Normal system has split. Though Universities, Colleges, and Academies, complying with the requirements of our Normal School law, have established Normal Departments, they are under, and are likely to be under, a very different system of management from those of New York. It is, in the first place, a great saving of expense for the separate erection of suitable buildings, and support of separate faculties; the standard of requirement is sufficiently elevated, it is believed, for the present; and a most thorough system of supervision is contemplated.

The Normal Regents have no power to employ, and remunerate from the fund, an able and efficient State Normal School Agent, to visit the several schools, spend such time with them as the Normal Board should deem proper, see that they comply with the requirements of the law and the Board, encourage the schools in their work, advise with the teachers as to the mode and course of instruction, lecture to the students, perhaps form them for a while into Teachers' Institutes; secure, as nearly as possible, a uniformity in the qualifications of pupils, and modes and extent of instruction, in the several schools, and excite a spirit of emulation and enthusiasm in the noble work.

Without such faithful supervision by a man of large experience, indomitable energy, with a heart overflowing with zeal and enthusiasm in the great cause of education, there is serious reason to fear that the system will fail to produce the results expected The Regents will seek of the Legislature an amendment to the act organizing the Normal Board, conferring on them the power to employ, and remunerate, such an Agent; and have, in anticipation of the favorable action of the Legislature in a matter of such apparent vital necessity, already selected Hon. HENRY BARNARD as such Agent, who has accepted promising to devote a reasonable portion of his time to this object. From the earnest and conscientious efforts of the Normal Board, and Mr. Barnard's large experience in the practical workings of the Normal Schools both in this country and in Europe, I cannot but cherish the most lively hope, that our Normal School system, with the sympathy and encouragement of the Legislature, and all classes of citizens, will yet prove eminently successful. The time is not far distant, when a Central State Normal School, with superior facilities, and having an intimate relation with those already established, will undoubtedly be demanded.

Regarding, as I do, Mr. Barnard's connection with our State University, and our Normal School system—especially the latter, as the most important event that has ever occurred in our educational history—if not, indeed, the most important, in view of its probable consequences, that has ever transpired in the history of the State, I shall venture to give some notice of his most prominent services— thus endcavoring to show what we may reasonably expect as the result of his earnest labors here, by what he has elsewhere so largely and so thoroughly accomplished.

Mr. Barnard was born in Hartford, Connecticut, Jan. 24th, 1811; first a pupil at the common school, and finally a graduate at Yale College, in 1830, with a high character for scholarship. It is said of him, in a well written memoir, in the Massachusetts Teacher, that in the early part of his collegiate course, he was "a successful competitor for the prizes for English and Latin composition; for the last two years, diligently pursuing a systematic course of reading in English literature, with the practice of English composition; during the last half, also acting as librarian, to secure free access to the library, and acquire a knowledge of books; participating with zeal in the exercises of the literary societies, by written and oral discussions; and possessing fine natural endowments, he came out of college, as might have been expected, already a ripe scholar. The five subsequent years were mainly devoted to a thorough professional

training for the practice of the law, the severer study of the legal text-books being relieved by the daily reading of a portion of the ancient and modern classics. This course of study was fortunately interrupted for a few months, to take charge of an Academy, where he improved the opportunity to acquire some knowledge of the theory and practice of teaching. This experience probably had considerable influence in determining some

of the most important subsequent events of his life."

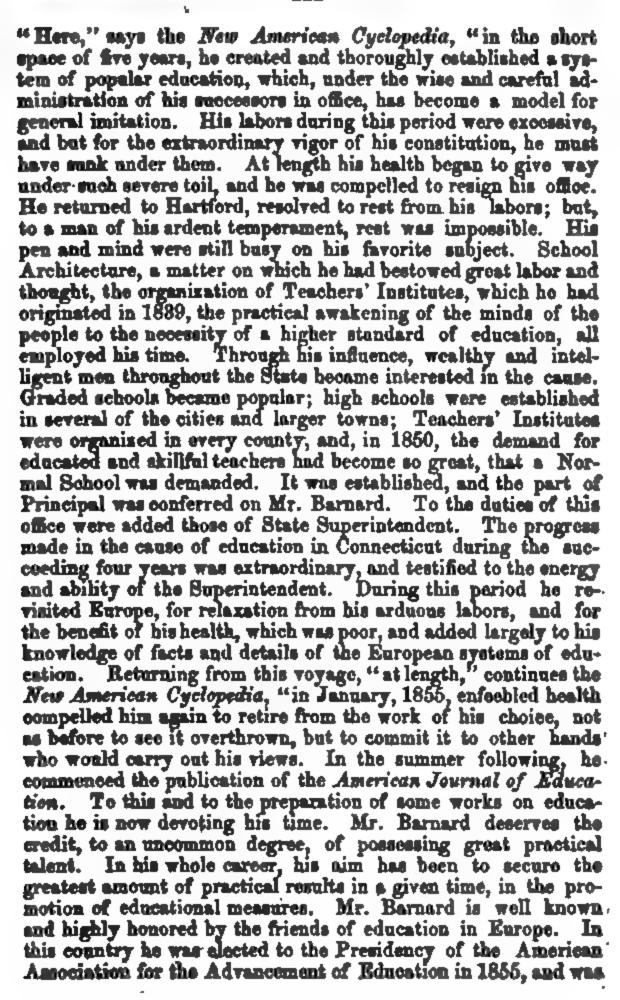
He next spent several months in travel, visiting almost every part of the Union, and having been admitted to the bar, sailed for Europe in 1835, where he spent eighteen months, traversing the greater part of England, Scotland, and Switzerland, on foot, devoting his attention mainly to the social condition of the peo-Recalled from this tour, by the sickness of his father in ple. 1887, in the very first public address which he had occasion to make after his return, he said, "Every man must at once make himself as good and as useful as he can, and help, at the same time, to make every body about him, and all whom he can reach, better and happier." This has ever been the controlling sentiment which has influenced his motives and conduct. to this noble and philanthropic aim, induced him, not long afterwards, to abandon the flattering prospects of professional eminence, and political advancement, after a three years brilliant career in the Connecticut Legislature, as the representative of his native city in that body. While in the Legislature, "he devoted special attention," says an appreciative memoir in the New American Cyclopedia, "to the promotion of humane and scientific objects, urging and securing appropriations for the education of the deaf and dumb, and the blind, for the improvement of the condition of the indigent insane, and the town poor; the re-organization of county prisons, the incorporation of public libraries, and the completion of the geological survey of the State. The most signal service, however, which he rendered to the State, was, in the origination and carrying through an act for the re-organization of its Common School system. The bill, which, under his influence, passed the Legislature, provided for the appointment of a Board of Commissioners of Common Schools, who should investigate the condition of the Schools of the State, and by addresses, lectures, correspondence, and the recommendation of such measures as might promote the cause of education, endeavor to elevate and improve them. Of this Board, Mr. Barnard was a member and the Secretary for four years.

"Possessing," says the Massachusetts Teacher, "fine powers of oratory, wielding a ready and able pen, animated by a generous and indomitable spirit, willing to spend and be spent in the

cause of benevolence and humanity, he had every qualification for the task, but experience. Speaking of his fitness for carrying out the measures of educational reform and improvement in Connecticut, and of the results of his efforts, Horace Mann said, in the Massachusetts Common School Journal, 'it is not extravagant to say that, if a better man be required, we must wait, at least, until the next generation, for a better one is not to be found in the present. This agent entered upon his duties with unbounded zeal. He devoted to their discharge his time, talents, and means. The cold torpidity of the State soon felt the sensations of returning vitality. Its half suspended animation began to quicken with a warmer life. Much and most valuable information was diffused. Many parents began to appreciate more adequately what it was to be a parent; teachers were awakened; associations for mutual improvement were formed; systems began to supersede confusion; some salutary laws were enacted; all things gave favorable augury of a prosperous career, and it may be further affirmed that the cause was so administered as to give occasion of offense to none. The whole movement was kept aloof from political strife. All religious men had reason to rejoice that a higher tone of moral and religious feeling was making its way into schools, without giving occasion of jealousy to the one-sided views of any denomination. But all of these auguries were delusive. In an evil hour the whole fabric was overthrown."

In 1842, by a change of political power, the act establishing a Board of Commissioners was repealed, and the old order of things restored. The ensuing fifteen months were spent in a tour of the United States, collecting materials for an educational work; but before writing which, he was called to take charge of the public schools of Rhode Island. "Reluctant," says the Massachusetts Teacher, "to accept the invitation, as it would make it necessary to postpone the work in contemplation, Gov. Fenner met his objection with the reply, 'Better make history than write it.' He accepted the task, and soon organized a system of agencies which, in five years, brought about an entire revolution in the condition of the schools in the State. It is not easy to fully appreciate the difficulties and magnitude of the work undertaken in Rhode Island. From the foundation of the colony, the common school had been excluded from the care and patronage of the government, and for more than a century and a half there is not the slightest trace of any legislation whatever for this great interest."

"In the matter of school libraries, and all else relating to common school education," remarked President Wayland to me in conversation, "Mr. Barnard did a great work for Rhode Island."



offered the Presidency of two State Universities. The degree of LL.D. was conferred on him in 1851, by Yale and Union

Colleges, and the year following by Harvard University."

Since 1854, Mr. Barnard has devoted himself exclusively to his pen, and has done, and is still doing, a great work in behalf of general education. He has published altogether no less than twenty-eight documents, reports, and treatises on educational topics, for which our whole country is greatly indebted to this public benefactor. And especially will Wisconsin have cause for gratitude to him, for the detailed report he is now preparing, at the request of our Normal Regents, on a suitable plan for

conducting our Normal school system.

"With Henry Barnard," says Hollister, in the second volume of his valuable History of Connecticut, "whosename is so intimately associated with one of the great reforms of the world, life is valuable only that it may be spent in improving the condition of mankind, not only in the present generation, but in all ages. To this noble work he has consecrated talents and acquirements of the highest order. Descending from one of the emigrants who settled the colony, with strong local attachments to Hartford, his native city, and to the old mansion where he was born,—with academical acquirements among the best that Yale College can bestow upon her sons,—with intellectual endowments, and a gift of eloquence, which might have done honor to the Senate,—with a mind trained by the best models of Greek and Latin letters, and enriched by the poetry, the philosophy and science of England's best minds,—a thorough lawyer, with a lucrative and honorable practice opening before him, at the age of twenty-seven years, he abandoned all attractions of political and professional life, and the pleasures of literary and social relations; and went forth, like a crusader of the middle ages, to wage war with the bigotry, the parsimony, and the old habits of thinking, which encrusted the minds of a large proportion of the parents of Connecticut, in relation to that most vital subject, the education of their children. They frowned upon him as an intermeddler; and intimated, if they did not tell him in so many words, that he had better mind his own affairs, and they would take care of theirs. He expostulated with them. They told him that their school-books and school-houses had been good enough for themselves, and that their children were no better than they. He reasoned with them, stated facts to show them that the common school system had degenerated from its old estate, and begged them to remember that the times were changing, and that, especially in such a government as this, every generation ought to improve upon its predecessors. They told him that he demanded of them to open their purses and contribute to him; he

replied, that he only wished them to make an investment for themselves, which should add to their wealth and happiness an hundred-fold. Gradually their views began to relax, and after years of obstinate resistance, they have yielded, and commenced in earnest the reformation so ardently desired and advocated by him.

"We cannot here review his labors. After encountering the honest prejudices of many, and the active opposition of not a few, who seem to have misunderstood his motives and his aims -he has succeeded in collecting and disseminating a vast amount of information, as to the actual condition of the schools; in making provision through a State Normal School, County Teachers' Institutes, a State Teachers' Association, and a monthly educational periodical, for the professional training and improvement of teachers; in establishing a gradation of schools in the large villages and cities; in working not a change, but a revolution in the construction and furniture of school-houses; in restoring the old Connecticut principle of property taxation, for the support, in part, at least, of the common school; in securing the more permanent employment and better compensation of well qualified teachers; in drawing back again to the improved common schools the children of the educated and the wealthy; in subjecting the district schools to some general society regulations as to attendance, studies, books, and vacations; and as the source and pledge of still greater improvements, in interesting the public mind in the discussion of questions touching the organization, administration, instruction, and discipline of common schools."

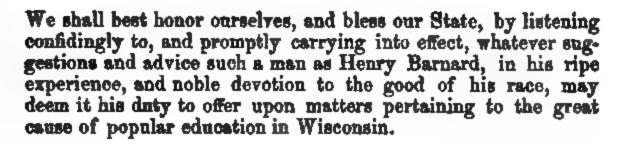
"Dr. Barnard," said the late eminent educator, Dr. Voger, of Leipsic, "by his writing on school architecture, has created a new department in educational literature." "I cannot omit," says Bishop Potter, in his work on the School and School Masters, "this opportunity of recommending the reports which have emanated from this source, as rich in important suggestions, and full of the most sound and practical views in regard to the whole subject of school education." The learned Chan-. cellor KENT, in his Commentaries on American Law, characterizes Mr. Barnard's first report as "a bold and startling document, founded on the most pains-taking and critical inquiry, and containing a minute, accurate, comprehensive and instructive exhibition of the practical condition and operation of the common school system of education;" and in referring to his subsequent reports, the distinguished jurist speaks of him as "the most able, efficient, and best informed officer that could, perhaps, be engaged in the service,"—and of his publications as containing "a digest of the fullest and most valuable importance

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that is readily to be obtained on the subject of common schools, both in Europe and the United States. I can only refer to these documents with the highest opinion of their merits and value." "Mr. Barnard," says the Westminster Review, of Jan. 1854, "in his work on 'National Education in Europe,' has collected and arranged more valuable information and statistics than can be found in any one volume in the English language. It groups under one view the varied experience of nearly all civilized countries." "The first number of the American Journal of Education," says the same Review, of January, 1856, "we received with unmingled pleasure, save in the regret that England has as yet nothing in the same field worthy of comparison with it." "In Connecticut," says the Chicago Press and Tribune, "where Mr. Barnard resides, and in all New England, he is regarded as the foremost man in the nation in whatever concerns the management of institutions of learning and the scholastic teaching of the young."

"The career of Henry Barnard," says the Massachusetts Teacher, "as a promoter of the cause of education, has no precedent, and is without a parallel. We think of Page as a great practical teacher, or Gallaudet as the founder of a new institution, of Pestalozzi as the originator of a new method of Instruction, of Spurzheim as the expounder of the philosophy of education, and of Horace Mann as its most eloquent advocate; but Mr. Barnard stands before the world as the national educator. We know, indeed, that he has held office, and achieved great success in the administration and improvement of systems of public instruction in particular States. But these labors, however important, constitute only a segment, so to speak, in the larger sphere of his efforts. Declining numerous calls to high and lucrative posts of local importance and influence, he has accepted the whole country as the theatre of his operations, without regard to State lines, and by the extent, variety, and comprehensiveness of his efforts, has earned the title of the American Educator. It is in this view, that his course has been patterned after no example, and admits of no comparison. if in his plan, equally beneficent and original, he had no example to copy, he has furnished one, worthy alike of admiration and

Such is Henry Barnard. The great educational reforms he has elsewhere achieved, should incline us to look hopefully for improvement in our own State, under the moulding influence of his practical mind, indomitable energy, and extensive experience. We have reason, as a State, to felicitate ourselves on the acquisition of such a man. It ought to form a new era in our State history; and it will, if we are true to ourselves and to him.



# TEACHERS' INSTITUTES.

Highly as the Normal School deserves commendation and encouragement in the great work of preparation of teachers, I would not forget that other agencies are vastly important—chief among which are Teachers' Institutes. It has been nearly twenty years since they were first instituted by Hon. Henry Barnard; and they have now come into general use wherever education is pro-

gressive.

"Our Normal School," writes Hon. HENRY S. RANDALL, of New York, formerly Superintendent of Public Instruction of that State, "is but a drop in the bucket-graduating a handful of teachers annually, while probably five thousand new teachers enter the schools yearly. The teachers' departments in the Academies do something; but they take in but a small portion of the whole number, and in very many cases really do nothing towards preparing the teachers for their business besides instructing them in the necessary branches. They do not instruct in the art of teaching. The only feasible plan I have seen for any thing like a general fitting in the latter particular, is by our 'Institutes,' as they are called. I need not explain them to you. They are usually much too short—teaching but two or three weeks. But even in that time they do a wonderful amount of general good. They get abroad correct ideas on leading points, and some familiarity with routine. They, at least, start teachers on the right track, and in a uniform direction. Could a State Normal School supply enough teachers for the Institutes, and could the latter be extended through the two months immediately preceding the opening of the winter schools—one in each County, and such arrangements made that the mass of the teachers would attend them-it would, in my opinion, be a better system of preparation than any State has yet had; and it certainly would not necessarily be a more expensive one than

In several of the States— Connecticut, Massachusetts, and Maine, among them—the ablest instructors in the several departments in common school instruction are employed by the State to attend a series of Institutes, so arranged that they can pass rapidly from one to another, and thus during two or three

months in the autumn, the teachers of the entire State have the opportunity of being benefited by their experience and instructions. At these Institutes, the teachers undergo thorough drills, reviewing the studies appropriate to their calling; and are taught to think and act with manly independence, simplifying and making attractive the rudiments of knowledge, and shaking off that slavish adherence to the strict letter of the text-books so common with timid and undisciplined minds. "They afford to the young and inexperienced teachers," says Hon. HENRY BARN-ARD; "an opportunity to review the studies they are to teach, and to witness, and to some extent practise, the best methods of arranging and conducting the classes of a school, as well as obtaining the matured views of the best teachers and educators on all the great topics of education, as brought out in public lectures, discussions and conversation. The attainments of solitary reading will thus be quickened by the action of living mind. The acquisition of one will be tested by the experience and structure of others. New advances in any direction by one teacher, will become known, and made the common property of the profession. Old and defective methods will be held up, exposed and corrected, while valuable hints will be followed out and The tendency to a dogmatical tone and spirit, to onesided and narrow views, to a monotony of character, which every good teacher fears, and to which most professional teachers are exposed, will be withstood and obviated. The sympathies of a common pursuit, the interchange of ideas, the discussion of topics which concern their common advancement, the necessity of extending their reading and inquiries, and of cultivating the power and habit of written and oral expression, all these things will attach teachers to each other, elevate their own character and attainments, and the social and pecuniary estimate of the profession."

"The general opinion," says Mr. BARNARD, in his Connecticut School Report of 1858, "as to the utility of these Institutes in their two-fold operation on the profession, and the community generally, has been confirmed by another year's experience. They have enabled even experienced teachers to refresh their memories as to the leading principles and facts of the several studies usually pursued in our district schools, by rapid reviews, and, in some instances, it may be safely said, by new and better methods of presenting the same to their pupils. They have brought the young and inexperienced teacher to profit in the work of self-improvement by hints, suggestions, and practical illustrations, from those who have acquired skill and reputation by years of laborious and successful experience. They have stimulated the older and the best teachers of the State, to renew-

ed and more sealous efforts to perform their duties with even greater success. They have helped to awaken and diffuse a great degree of mental activity and professional feeling in the whole body of teachers. Beyond the circle of the profession, for whose special benefit they are held, these Institutes have interested a large number of citizens, parents, and young people, in the subject of education, the principles of school architecture, methods of teaching, the government of children in the family and school, and other leading features of school organization and administration."

Alluding to Teachers' Institutes, the Second Annual Report of the Board of Education of Maine, remarks: "The exercises consist of a review of the elementary branches, of practical expositions and illustrations of the most approved methods of instruction in them, of the best modes of organizing, governing, and disciplining a school, of inculcating the principles of morality, and keeping alive in the hearts of children an interest in the studies in which their minds are engaged; the whole being interspersed with the expression of the views, opinions and experience of the pupils, and practical demonstrative lec-

tures by the teachers."

There must be not less than five thousand persons in our State engaged more or less in the business of teaching in our common schools. The great mass of these teachers cannot be expected to avail themselves of Normal School privileges; the Teachers' Institute is their only hope. Wherever these Institutes are held, the teachers attending them are the guests of the families of the immediate neighborhood and surrounding country; and these families, becoming interested in the exercises, in large numbers attend the evening lectures. Thus not only the teachers are greatly benefited, but a new educational spirit is infused among the people, which cannot but result in lasting

good to every such community.

The great essential element of success in these Institutes, is the employment of first-class instructors and lecturers; and this involves considerable expense, too much for those attending the Institutes themselves to bear. The State, I am fully persuaded, should promptly and unhesitatingly lend a liberal helping hand in this matter. Other States have done it, with the most marked beneficial results. "It is believed," says Hon. Robert Allyn, Commissioner of Public Schools of Rhode Island, in his Report of 1856, "that no money which the State expends for the benefit of its schools, accomplishes a better service than that appropriated to defray the expenses of these Institutes." As the Teachers' Institute is emphatically a part—and a very important part, too, of a State system of Normal

shall be necessary for the purpose, be granted to the Normal School Board to employ such number of teachers, peculiarly fitted for the work, as they may from time to time think necessary, to attend and carry on Institutes, under the direction of the Board or State Normal School Agent; to be remunerated, as the Board may deem proper, out of the income of the Normal School Fund. These Institutes might, in many instances, be held, as Mr. Barnard has suggested in conversation, in connection with the Normal School departments which are already, or

may hereafter be, established.

The State Superintendent, and his Assistant, could, to some extent, lend their personal aid and encouragement. But they alone, however willing to do their part, could not impart the variety of instruction and interest necessary to give the large measure of success and usefulness to such gatherings as would be anxiously hoped and desired. Nor could the State Normal School Agent do all this work. As the Institutes are mostly held in the autumn, it would be almost impossible to so arrange them, but that two or more would frequently be held, and often at widely different points, at the same time. Superintendents and State Agents could not be ubiquitous; besides in the autumn the Superintendent is expected, if faithful to his position and the State, to be preparing his annual report, as the

law requires. As already indicated, the true policy of the State would be, to employ, as other States do, able and competent instructors and lecturers—the very best that can be obtained; one, for instance, pre-eminently fitted to instruct and lecture on Grammar, another on Arithmetic, another on Natural History, another on music in schools, and so on. Such men would draw together an immense attendance on the Institutes, and they would leave their mark wherever they should go. Let Henry Barnard, the originator of Teachers' Institutes, take the lead, with such a corps of instructors and lecturers as he would draw around him, and such an impetus would, in connection with the noble work performed by our Normal Schools, be given to our common school system, as has never been seen in the Great West-perhaps never in the history of the civilized world. We have a noble State—a noble army of children—a fine fund set apart for the special purpose of Normal instruction; and let us but rightly and wisely use it so as to accomplish the greatest possible amount of good, and future generations will yet rise up and pronounce our memories blessed.



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## PENALES AS TRACHERS.

Females, in consequence of their higher moral instincts, their more refined tastes, together with their more patient and sympathising natures, are fitted in a more eminent degree than the male sex for imparting instruction to the young. Many a female has distinguished herself in the republic of letters; and some, like Caroline Herschel, Mary Somerville, and our own Miss Mitchell, have attained to the highest grade of scholarship, and solved problems of science generally thought to be only within the grasp of the masculine intellect. It has, however, been unfortunate, that but few modes by which to obtain an honorable reputation and independence, have been, by common consent, assigned to females; and even this occupation of teaching, for which they are so pre-eminently fitted by nature, has been but too generally wrested from them. If they were universally employed, as they should be, in having all the primary schools of the State in charge, for children not exceeding the age of ten or twelve years, then there would be a wide field open for the exercise of their peculiar talent, and an honorable inducement held out to them to seek a higher education. cetablishment of Normal Schools and Teachers' Institutes will have a tendency to draw out this class of talent, and prepare a noble army of female teachers, which nothing else could half so well accomplish. In New York and Massachusetts, about twothirds of the pupils in the Normal Schools are females. I confees, I rejoice that it is so, regarding it as a favorable omen for the more juvenile portion of school children; and I shall expect to witness in Wisconsin the same results as in New York and Massachusetts.

"In all the schools," says Mr. BARWARD, in his Rhode Island School Report of 1845, "visited the first winter, or from which returns were received, out of Providence, and the primary departments of a few large central districts, I found but six female teachers; and including the whole State, and excepting the districts referred to, there cannot have been more than twice that number employed. This is one evidence of the want of prudence in applying the school funds of the districts, and of the low appreciation of the peculiar talents, when properly educated as teachers, -- their more gentle and refined manners, purer morals, stronger interests and greater tact and contentment in managing and instructing young children, and of their power, when properly developed, of governing even the most wild and stubborn minds by moral influences. Two-thirds at least of all the achools which I visited, would have been better taught by female teachers, who could have been employed at half the compensation actually paid to the male teachers, and thus the length of the winter school prolonged on an average of two months. Convinced, as I am, from many years observation in public schools, that these institutions will never exert the influence they should on the manners and morals of the children educated in them, till a larger number of well-trained and accomplished females are employed permanently as teachers, either as principals or assistants, I have everywhere, and on all occasions, urged their peculiar fitness for the office. I have reason to believe that at least fifty female teachers, in addition to the number employed last year, are now engaged in the public schools of the State. But before the superior efficiency of woman in the holy ministry of education, can be felt in its largest measure, her education must be more amply and universally provided for, and an opportunity afforded for some special training in the duties of a teacher, and a modification of the present practice and arrangement of districts be effected."

"The earlier we can establish," says Mr. BARNARD, in his American Journal of Education, for Dec. 1856, "in every populous district, primary schools, under female teachers, whose hearts are made strong by deep religious principle,—who have faith in the power of Christian love steadily exerted to fashion anew the bad manners, and soften the harsh and selfwilled perverseness of neglected children, -with the patience to begin every morning, with but little if any perceptible advance beyond where they began the previous morning,—with prompt and kind sympathies, and ready skill in music, drawing, and oral methods, the better it will be for the cause of education,

and for every other good cause."
"Where are we," asks Prof. READ, "to find teachers for our schools? Here is the great difficulty. From our male population, we cannot have suitable teachers for our primary schools. There are so many other fields of enterprise in a rapidly growing community, that few young men are willing to embark in the humble, toilsome, and thankless vocation of teaching, and especially to embark in it as a profession, as a life business.

"What is the remedy? I answer, females must be employed as the teachers of all our primary schools, and as the teachers of their own sex in all schools. Is the question here asked, will not this deteriorate our schools? I answer, no. It will raise them. This is uniform experience. It is, too, but the simplest justice to restore to the female sex that business for which God Almighty has peculiarly fitted them. They were designed by the great Creator himself to be the early instructors of the whole human race. What man ever knew how to teach children as woman? Let any one who doubts on this subject, read the reports of State Superintendents of Education, of school visitors, of all, indeed, having the oversight of public education. The visiters of the Cincinnati schools, in their report of last year to the Council of that city, declare that their experience is conclusive as to the propriety and importance of employing a very large proportion of female teachers in all their schools; that in the power of controlling and softening the feelings of their pupils, in the forming of a correct and delicate taste, and in the still higher power of giving tone to the moral sentiments, the female teacher is indispensable; and that to their corps of female teachers, they attribute a large share of the prosperity and high standing of the Cincinnati schools. In all the States, and every where, precisely as the systems of general education have been improved, has a larger proportion of female teachers been introduced into all the schools."

"Females," says the able Report of the School Committee of Farmingham, Mass., "seem to be better adapted by nature to the work of teaching. There is more truth than hyperbole in a remark recently made to a body of teachers by Dr. Wayland, that 'it is a rare thing to find a man who has a gift for teaching, and it is an equally rare thing to find a woman who cannot teach well. It is 'a rare thing' to find men who have a peculiar tact for teaching the young. Experience evinces their adaptation to their ordinary and appropriate pursuits. A larger proportion of men are found to distinguish themselves for ability and success in other departments in life than in the profession of teaching. But a small number of male teachers leave their impress clearly marked upon their pupils, lack the requisite patience and perseverence in little things the quick discernment of character—the sympathy and sensibility to penetrate the youthful spirit and arouse its dormant faculties. Above all, they are destitute of those delicate arts which are so requisite to win the affections of children, to call forth and direct their earliest aspirations, and to impart the requisite impulse to their minds. Cheerfulness and enthusiasm, courtesy and kindness, and the power of easy, quiet, unconscious influence, are requisites indispensable to the attractiveness, order and efficiency of the school. Females are endowed with a bountiful share of these desirable qualities.

"In our high schools and colleges—where mind, in its maturing state and fuller development, is stimulated by the strongest intentives to study, and subjected to the severest discipline, and led onward into the higher departments of literature and science—it is obviously better to employ permanent male teachers. But in all elementary instruction, the very structure of

her mind fits woman for the task. Nature has marked her out for this great work. Outside of the family, she nowhere seems so truly to occupy her appropriate sphere. All her attainments and powers can here be actively and earnestly employed. The work is adapted to her mental and moral constitution. No occupation harmonizes better with her character, or yields her more

genuine pleasure.

"The leading objection to the policy here advocated, is founded on the supposition that delicate and timid women will not succeed so well in the government of a school in which rough and refractory boys are gathered together. This is the most common and plausible objection, and is worthy of respectful consideration. It was formerly supposed that physical strength was a prime characteristic of a good disciplinarian, and that brute force was the chief agency in school government. The objection under consideration has some affinity to this antiquated notion. Horace Mann has well said, 'A man may keep a difficult school by means of authority and physical force; a woman can only do it by dignity of character, and such a superiority in attainment as is too conspicuous to be questioned.' A silent moral power ought to reign in the school-room, rather than ostentatious and coercive measures. Its influence is more happy, effective and permanent. Corporeal punishments may be used as a dernier resort in extreme cases. But true wisdom and skill in school government consists in the prevention, rather than in the punishment, of offences—in cultivating the better feelings of our nature—truthfulness, generosity, kindness and self-respect. Such influences women are pre-eminently fitted to wield. Refined and lady-like manners, with a mellow and winning voice, will exert a peculiar sway even upon the rudest and most unmannerly youth. There is a silent power in the very face of a teacher beaming with love for her pupils, and enthusiasm in her noble work."

"It has often been remarked," observes Hon. H. H. BAR-NEY, in his Report as State School Commissioner of Ohio, in 1854, "that females make better teachers for young children than the other sex; for they have more talent for oral or conversational teaching, more quickness of perception in seizing the difficulties which embarrass the mind of a child, and more mildness of manner in removing them. They are more ingenious in introducing little devices calculated to animate and encourage children, and relieve the monotony of school exercises. They attach more importance to the improvement of morals, and pay more attention to cleanliness and good manners, than men. They have a peculiar faculty for awakening the sympathies of children, and inspiring them with a desire to excel.

They possess warmer affections, more delicate taste, greater confidence in human nature, more untiring zeal in behalf of those committed to their charge. When the mind of a child has gone astray, they will lead it back into the right path more gently and more successfully than men. 'How many as tender child is injured by the stern administration of a male teacher; by harsh decisions formed in haste, where there was not time to consider all the circumstances of the case; and by the ill-treatment and rough language of the older scholars. The intellect of children stands in need of the training which women is best qualified to give. She paints to the imagination, when the male teacher defines the reasons. She gives form, and color, and life to what the male teacher treats as an abstract principle: The male teacher, is prone to take too long steps in his instruction, to which the minds of the pupils are not yet adequate, and has not the patience to graduate his elementary instructions by so minute a scale, and to advance by so slow a pace as is required by the conditions of the young mind."

"Females," observes Hon. A. G. Currin, late Superintendent of Common Schools of Pennsylvania, "possess those deligible arts which win the love of children; their constancy and kindness, give them that easy and unconscious influence, which is indispensable to the attractiveness and efficiency of the school. The occupation is in harmony with the female character; and her ambition cannot be flattered by the hope of greater success in other branches of human pursuit. It yields her more profit than any other art or occupation; her affections are concentrated on her pupils; and her enthusiasm is excited in her noble work. Her winning voice, and smile of love, will correct where punishment would fail; and she succeeds by the cultivation of

the better feelings of our nature."

Such evidences of woman's appreciation for the teacher's office, is truly gratifying. Females are almost universally employed in the public schools of the larger cities of the Union, as principals or assistants, with salaries ranging from \$850 to \$700 per annum. In our own State, while nine years ago female teachers received on an average but \$6 92 per month, or \$82 04 per year, their wages have since attained to \$15 16 per month on an average, or \$181 92 per year; and, in at least one instance, to \$29 00 per month, or \$348 00 per year. With a more thorough preparation in our Normal Schools and Teachers' Institutes, we may confidently expect to see females take a yet higher rank in our noble army of educators, and receive an increased corresponding reward. Possessing, as woman does, a more graceful and affectionate disposition, an exhaustless patience, a keen and quick power of perception, and a ready

adaptation to circumstances, she is eminently fitted to mould the impressible minds of youth—and for this noble office, the purity and gracefulness of her character, the generous sympathies of her nature—"last at the cross and first at the grave"

-point her out as the chosen of God.

. I cannot, in closing the topic of females as teachers, refrain from citing the eloquent tribute to woman by the historian Bancroft: "It may seem to be at variance with our theme, that as republican institutions gain ground, woman appears less on the theatre of events. She, whose presence in this briary world is as a lily among thorns, whose smile is pleasant like the Light of morning, and whose eye is the gate of Heaven; she, whom nature so reveres, that the lovely veil of her spirit is the best terrestrial emblem of beauty, must cease to command armies or reign supreme over nations. Yet the progress of liberty, while it has made her less conspicuous, has redeemed her into the possession of the full dignity of her nature, has made her not man's slave, but his companion, his counsellor, and fellowmartyn; and, for an occasional ascendency in political affairs, has substituted the uniform enjoyment of domestic equality. The avenue to active public life seems closed against her, but without impairing her power over mind, or her fame. The lyre is as obedient to her touch, the muse as coming to her call, as to that of man; and truth in its purity finds no more honored interpreter."

#### STATE BOARD OF EDUCATION.

The Constitution of our State provides, that "the supervision of public instruction shall be vested in a State Superintendent, and such other officers as the Legislature shall direct." "Public instruction" is, evidently enough, that instruction designed for the public benefit, and over which the public, through its chosen representatives in the Legislature, and other officers constituted for the purpose, have a controlling supervision and direction—hence, unquestionably, the Common Schools, the Normal Schools, and the State University. So far as the State Superintendent is concerned, he has "the supervision," which the Constitution declares "shall be vested" in him, except in the matter of the Normal Schools, in the management of which he has only a nominal, not any actual part. These three departments of our State educational system, are under separate and distinct management; and while each department is devoted to its own special sphere, there is no general aim at concert and harmony of action and purpose in the system. It is not merely my own opinion, but that of many distinguished educators with

whom I have conversed—Hon. Hanny Rahmand, among the number—that the Common Schools, Normal Schools, and State University, could best be managed, and all their sime and purposes more fully harmonized, by a single Board—a STATE BOARD OF EDUCATION. Then there could, and would be, no clashing of interests, by the three departments of our educational system; and such a Board would, in all its action, study how best to subserve the general interests of the whole. Such Board should have all powers now conferred on the respective Boards of Normal and University Regents, with further power to select and approve suitable books for School Libraries, whenever so directed by law, and perhaps recommend text books for Common Schools, and advise with the State Superintendent, relative to the educational interests of the State, whenever desirable by the Board or that officer.

Under the Constitution, the State Superintendent would noossessily he made a member of such Board; the Chancellor of the University should be another; and, I should suppose, it would be eminently proper, that the Governor, and one or all of the Commissioners of the School, University and Normal Funds, should also be made an officie members of such Board. that six members, in addition, should be sleeted by the Legislature, holding their offices, after the first election, for six years, to be elected by classes, as the Legislature may designate-the Governor to fill all vacancies; and absence, from any cause, on the part of those members elected by the Legislature, from three successive regular meetings of the Board, to vacate their office. Pay should be provided for those members who would necessizily have to make journeys to attend the meetings of the Board; but it would be cheaper for the State to pay one such Board, than two, as is now the case with the Normal and University Regents. No geographical limits should be specified from which the Legislature should select the Board, except those embracing the whole State; for it would behoove the Legislature, in making such aslection, to act wisely, and make choice of the very best men that could possibly be found in the State, without special regard to their locality.

The State Superintendent, at meetings of the Board, should bring forward matters for consideration relative to his department; the Chancellor of the University, relative to that institution; and the State Normal School Agent, relative to the Normal Schools under State patronage and supervision; and the Chancellor of the University, and State Normal Agent, to prepare the annual reports of those respective departments, for the approval of the Board, and salmission to the Legislature.

With such a State Board of Education, neither too large

to be unweildy, nor too small to lose its prestige, I should hope for a marked improvement, and harmony of action, in the administration of the several educational interests of the State; and that each of these separate interests, would receive its share and only its proper share, of attention and encouragement. The Legislature would then feel, that whatever recommendations and suggestions might be made by the State Board, would have the merit of having been carefully matured, with a view to the general good of the whole educational system of the State, and not run the risk of advancing one interest at the expense, or to the detriment of the others. And never, perhaps, could there be a better time than the present, to inaugurate the new Boardwhen the Normal School system is just fairly going into operation, and the University is to commence its career under the administration of the newly chosen Chancellor, with a re-arrangements of its schools, or departments. Our educational policy needs to be fairly adjusted, and placed in charge of an able and experienced State Board, who should study how to give uniformity, stability and completeness to the system.

# COUNTY OR DISTRICT SUPERINTENDENT.

In Maine, New Hampshire, Vermont, and Pennsylvania, each county has a Superintendent; in New York each Assembly District; and in Indiana Circuit Superintendents have been recommended, each circuit to embrace nine counties, or about ninety-four townships.

Hon. HENRY S. RANDALL, long the County Superintendent of Courtland county, New York, and subsequently Superintendent of Public Instruction of that State, has given us the result of his personal experience while County Superintendent; and his testimony carries with it the highest evidence of the great im-

portance of such a school officer:

Speaking of the legal powers and judicial jurisdiction conferred on the State and County Superintendents, Mr. RANDALL
remarks, that of the school system of New York, this was "the
most important feature of the whole, at least that one without
which all the rest amounted to comparatively nothing. You
must clothe your school officers with authority if you wish them
to have weight in the community and be looked up to; and then
again, there can be no such thing as successful schools where
any quarrelsome man in the State can plunge a school district
into contention and litigation in the ordinary courts of law.
Our laws did not prevent an aggrieved party in very many cases
from going to a court of law.

"But it opened another class of courts to him where there were no lawyers, no costs or fees, and no wire drawn technicali-

ties; in short, where a man familiar with schools, and who ought to be familiar with school laws—who ought to be above local excitements and paltry prejudices—acted as a judge, a jury—a court of conciliation—a court of law, a court of equity, and finally, as a firm and sensible friend of all the parties! Our County Superintendents answered to a county court, and the few appeals that went up from their decisions, went to the State Superintendent, who in school cases, (commenced before a County Superintendent, or before himself,) answered to a court

of appeals.

"In our State the State Superintendent was and is an officer within his jurisdiction, the most absolute known to our laws. No Legislature, perhaps, would ever at once and directly have conferred such powers. It grew gradually out of circumstances, and out of the necessity of the case—unices the schools were to be swamped by litigation, and unless the vast machinery necessary to carry on nearly 12,000 schools, and to annually pay from the public treasury over a million of dollars, was to be left to fall into irregularity or inefficiency. And never have our people complained of the high and summary powers of the State Superintendent. In the few questions ever raised on the subject, they have invariably stood by him. Indeed, I hardly now collect an instance of such a question getting to any extent before the public, unless in the case of my decision, in the case of Quigley vs. Gifford, on the subject of compelling Catholic children to read the version of the Bible used by Protestants, and to attend Protestant religious services.

"This is a question on which so much sensitiveness exists in the public mind, that my decision called out a few public murmurs, but the newspapers of the State, almost in a body, without reference to any party or sect, rushed to my defense and sustained me triumphantly. Our State Superintendent always has the flood-tide of public sympathy in his favor—and he must decide outrageously not to have the entire community at

his side.

"I don't remember, and have no statistical table to show, before me, how many cases were appealed annually from the county officers to the State Superintendent, while we had County Superintendents. I know however they were very few. I can speak for this county, for the two terms in which I held its Superintendency. There was not a single case appealed during those two terms. Nay, there was scarcely a case carried out in form before me. When I found one was arising, I always asked the parties to wait until I could come on the ground and talk with them all face to face on the subject. In nineteen cases out of twenty they assented to this, and I have not a single case in

recollection where I failed to settle the matter to the comparative, and frequently the entire satisfaction of all. I presume this was very much the same over the entire State. I would not give a farthing for a system where the officers are not armed with proper powers. I do not mean with the mere power of advising, (if that can be called a power,) but with authority to enforce, by removals from office, by withholding the public money, &c. It

is the sheet-anchor of any efficient system.

"Our County Superintendency operated admirably. intelligent man will now deny this. When the law first went into effect, that very able man, John C. Spencer, was State Superintendent. Through his efficient deputy, Mr. Samuel S. Randall, he solicited able and public spirited men throughout the State to become candidates for the local Superintendencies. Many a man did so, and was elected, (by the Supervisors,) who 'would not have looked at' what many at the time would have considered much more important offices. Many of them were or had been teachers, but they were not a band of opinionated, crotchetty pedagogues; they were of general information-of knowledge of the world-of standing. They were not men who could be sunk down into agents and puffers for book publishers! Two dollars a day (and no margin for 'roast beef,') paid their horse hire, and for their time and efforts they found their pay in the good which they daily saw themselves accomplishing! Oh, sir, I look back with delight to a period of my life when I was facing storms, breaking through winter drifts, going without regular meals, to bear what I may term the missionary cross among the hills and valleys of this county.

no way to do this, I finally shut my eyes and took the leap. I rejected the entire class! Had a stunning clap of thunder broke from that clear April sky, there would not have been such a momentary look of surprise. The next instant, mortification and wounded feelings filled the room with sobs. I escaped; but then I had accepted an invitation to take tea and stay over night with magnate number one. Here was a new trial. I marched over, as cool (just about) as a soldier mounting 'the deadly imminent breach, with Hyder Ali or a Russian garrison on the other side. We got down to the tea table. The Squire evi dently had a terrible choking sensation about the throat. Finally he thought he must relieve his mind, and he said—'Randall, what did you reject ---- for?' At that moment ----- entered the room, with eyes redder than another Niobe's. Said I, 'You hear your father's question; can you answer it for 'I suppose, sir, because I was not qualified,' was the reply. 'Exactly,' said I; 'Squire, be good enough to pass me the bread?

"The next morning ---- and the two other rejected and dejected ones were started off by their parents for the Academy. I told them I thought with two or three weeks of rubbing up, they would 'pass muster.' But no, they had made up their minds that they would be beholden to no man's lenity in future. They went to the Academy. They staid until they became polished scholars, and on two of them I afterwards conferred State certificates, as teachers of the highest grade of attainment and practical skill. Now for the moral of this anecdote. that the law creating County Superintendents was terribly unpopular in the town of \_\_\_\_\_, even before I came down on them 'like a wolf on the fold! They thought it a terrible thing in theory to clothe a 'central' officer with such powers, and certainly they had found it no joke in practice! So when a few months afterwards I turned my horses' heads into the quiet little valley of the \_\_\_\_\_, I could not but reflect with what secret if not open aversion I should be received in the schools. However remembering 'faint heart never won' anything worth having, I drove straight to the Squire's and 'put up.' His nephew, a fine young man, was the new Town Superintendent. On I went for two or three days through the schools, calmly and firmly administering praise or censure as I thought circumstances demanded. The teachers quivered and blanched a little at the outset, but all were deeply respectful, and finally a good many of them got on pretty good terms with themselves and me before the examination of their schools closed. The Trustees and people turned out to meet, me. They bore the rebukes I administered where I thought it necessary, for the bad condition of the school houses,

libraries, &c., with a capital grace, and many asked me home with them. Finally, I remarked to the Town Superintendent that I met a more cordial reception than I expected, after such an opening in the town. 'Oh, sir,' said he, 'that opening revolutionized our town. A petition has been sent here from abroad for signers, to have the Legislature abolish the County Superintendency. Our people have mostly signed a remonstrance against its abolition. They say when disinterested officers are sent in, and justice comes even-handed on big and little, and meachers are made to earn the worth of the money, the law nust be a good one, and they are ready to meet the extra expense.' The next time I entered that town I was met by a convocation of schools, arranged in their holiday bravery, banners waving and a band of music alternating its strains with songs and hymns, written for the occasion, pealed forth by the entire body of the children of the town. And foremost in the demonstration, were the rejected teachers of the preceding season!

"Indifference warmed into interest, and interest swelled into enthusiasm in our schools. Such I believe to have been the history of the County Superintendency in a large proportion of the counties of the State—everywhere where competent men filled

the office."

Such was the admirable working of the County Superintendency in New York. In an evil hour, the system was abolished, but after a while the great error was made so manifest, that the system was restored by providing for a Superintendent for each w Assembly District—which are nearly three times as populous as our Wisconsin Assembly Districts—and the largest measure of success has attended the restoration.

The annual reports of the Superintendent of Public Instruction of Pennsylvania for the years 1856 and 1857, give a synopsis of the working of the system of County Superintendency in that State, after only two years' trial, as shown in the well administered Counties, which exhibit the following most cheering results:

"1. Organized, well attended and efficient Institutes and As-

sociations by teachers for self-improvement.

"2. Largely increased interest by Directors in the duties of their office.

"3. Improvement in school houses and furniture.

"4. Great increase in uniformity of text-books, and improvement in classification.

"5. The enlargement of the number of promising qualified teachers in the profession, and the retirement of by far more, who were found to be incompetent.

"6. Increase in the salaries of teachers, and in their standing and influence as members of society:

"7. Manifest improvement in the schools, with a strong tendency towards grading them, and the introduction of a more liberal course of study.

"8. More frequent visits to the schools by parents, and a greater interest on their part in the means provided by the State,

for the intellectual culture of their children.

"9. Numerous public examinations and exhibitions, at the close of the term, well attended by parents, and showing a noble conviction on the part of teachers, that their duty has been so discharged as not to fear the public eye.

"10. Strong emulation not only between neighboring schools and districts, but between neighboring counties, and different and

distant sections of the State.

"11. Marked improvement in the methods of teaching, and more interest in the literature of the profession.

"12. A pervading consciousness of the necessity of more and better means for the education of teachers, as such, and a determination to secure them at the earliest possible period."

This office of County or District Superintendent, appears to fill a gap in the School system, that will sooner or later be demanded in Wisconsin. At present, the Clerks of our Boards of Supervisors make an annual return of the school statistics of their respective counties, but farther than this, they do nothing-nothing more being required of them. Perhaps this is all that could reasonably be expected of that officer, who has other duties to perform, this matter of making an annual report on school statistics, being merely an isolated and secondary consid-I can see very clearly, that a powerful stimulus would be given to the cause of popular education, if there were a County or District Superintendent, to devote his whole time to the educational interests of his special district, exercising a thorough supervision of the schools, examining, with others associated with him, candidates for teachers' certificates, furnishing to the State Superintendent statistics and detailed statements of the condition and progress of the common school interests of his district, arranging for, and assisting in, Teachers' Institutes, adjusting controversies, lecturing on educational subjects, and using every possible means to inspire in the schools, school officers, and people of his district, a generous enthusiasm in the noble work and objects of education.

There are four of the matters here indicated as appropriate duties for such a County or District Superintendent, of such paramount importance, that I must not dismiss them without

further reference.

1. Supervision.—The school officers, under our present system, whose duty it is made to visit and inspect schools, do very

little in this exceedingly important matter. A proper visitation of schools, by intelligent and able visitors, is productive of unspeakable good, to both teachers and pupils. In Europe, from despotic Russia, down to the smallest canton of republican Switzerland, there are able officers, who exercise an active and provident supervision over the public schools. It is soin Massachusetts, Connecticut, Upper Canada, and elsewhere. school visitation and inspection, if done by thoroughly competent men, gives an opportunity of discovering errors of practice, and suggesting remedies, as to the organization, classification, and methods of teaching—securing uniformity in the use of the best text books, school management, and modes of instruction—examining the pupils, animating and encouraging the teachers in their arduous work, and stirring up the parents and school officers to a deeper interest in the noble work of educa-Too much importance cannot be attached to such school inspection. "Holland," says Hon. E. RYERSON, Chief Superintendent of Public Instruction of Upper Canada, "is probably superior to every other country in the world, in its system of inspection. With some of these Inspectors it was my good fortune to meet in Holland; they accompanied me to various schools > under their charge; their entrance into the schools was welcomed by the glowing countenances of both teachers and pupils, who seemed to regard and receive them as friends, from whom they expected both instruction and encouragement; nor were their expectations disappointed, so far as I had an opportunity of judging; the examinations and remarks in each instance, showed the Inspector to be intimately acquainted with every department of the instruction given, and imparted animation and delight to the whole school." The importance attached to this class of officers, may be inferred from the admonition of the venerable Vanden Ende, late Chief Commissioner of Primary Instruction in Holland, to M. Cousin, in 1836, "Be careful in the choice of your Inspectors; they are men who ought to be sought for with lantern in hand." No such supervision is possible on the part of the State Superintendent; for if he were to devote his entire time to visiting the schools of the State, to the utter neglect of every other duty, and should visit two schools a day, it would require between six and seven years to get once around—more than three times the length of his term of office.

2. Teachers' Certificates.—It is not necessary to dwell upon the inefficiency and want of uniformity in the present mode of each Town Superintendent examining teachers and granting certificates. Many of these Town Superintendents are not them
serves qualified to properly examine a candidate for a teacher's

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certificate; and where one is capable and faithful, and the candidate is rejected as wanting in the necessary qualifications, it is... but too frequently the case, that the rejected candidate will pass on to the next Town Superintendent, and readily succeed in passing an examination, or securing a certificate without being subjected to any ordeal whatever. This practice of certificating unworthy teachers is ruinous to the best interests and hopes of education, and calls loudly for redress. Could a County or District Superintendent, chosen with special reference to his peculiar fitness for the office-perhaps a man of long and eminent experience as a teacher—with perhaps two practical teachers, selected by the Teachers' Association of the district, form an Examining Board, to visit—if a County Board—each town in the County, at least twice in each year, to examine and grant certificates to properly qualified teachers, I have no doubt that this, or some similar plan, would have an admirable effect upon the whole school system of the State; and doubly so, if a graded system of certificates could be established. "Our graded Provisional certificates," states Hon. H. C. HICKOK, Superintendent of Public Instruction of Pennsylvania, "which are good for only one term or one year, indicate the exact qualifications of inferior applicants, and stimulate self-improvement and pro-The Professional or Permanent certificate, sometimes. called a County certificate, is of a much higher character, and is granted only after a thorough examination in the branches named, and actual observation in the school, of the holder's skill and success in the 'Art of Teaching.' Both of these certificates are granted by the County Superintendent, and limited to the County in which issued. It is not proposed to issue any other certificates, except the two classes of State certificates provided for in our Normal School act, viz: 1st, a State certificate of scholarship, to be granted to the graduates of the Normal Schools, or to common school teachers of equal qualifications, after a public examination by not less than three, nor more than five principals of Normal Schools; 2nd, a full State certificate of competence in the practice of teaching, by the same authorities, to the holders of the certificate of scholarship, after the expiration of two years, and two full terms of successful teaching in the common schools; so carefully is it intended to protect and elevate the professional character of the vocation. In no case will a certificate, either State or County, be granted to a teacher as a matter of compliment; no applicant, whatever his pretensions, can receive these passports to the profession from favoritism in any quarter; but only as evidence of intrinsic merit, after the thorough and unrelenting scrutiny, which I have indicated."

8. Furnishing Statistics and Information.—A County or District Superintendent could furnish all statistics and school information needed from his district by the State Superintendent; and thus these necessary statistics would not be, as they now very frequently are, so erroneous as to make it necessary to return them repeatedly for correction, and sometimes utterly fail of securing the corrections desired. Such County or District Superintendent could collect and embody in his annual report a full statement of facts relative to the condition, progress and wants of his district—a sad want for which no means of supplying is now provided. The State Superintendent constantly feels the need of some such officer, familiar with a special locality—a county, for instance—to whom to apply for much needed information. The reports of the County Superintendents of Pennsylvania, appended to the State Superintendent's Annual Report, are full of interest, information, and suggestions, alike to the State Superintendent, the Legislature, and readers in general.

4. Adjusting Controversies.—Whoever knows any thing of the difficulties under which the State Superintendent now frequently labors in appeal cases—perhaps some important fact improperly or obscurely stated, which if fully known, might produce a very different decision—whoever knows any thing of such difficulties, knows very well how much more understandingly such cases could be examined and decided on the spot, with all the facts brought fully to view—perhaps relating to a school-house site, the propriety of which could only be determined by a personal inspection. This would be a very important part of the labors of a County or District Superintendent, and from his impartial decision, few appeals would ever be made to the

State Superintendent.

All things considered, I should think a County Superintendent, at least for many years to come, would prove more suitable to our condition than one for an Assembly District or Judicial Circuit. The most of the Assembly Districts would be unable to maintain such an officer in service for any useful period; and a Judicial Circuit would be too large a Superintendent to properly visit and inspect the schools, examine candidates for teachers' certificates, thoroughly learn the condition of the schools, adjust wranglings and difficulties, and infuse a spirit of emulation and enthusiasm among the people on the subject of popular education. Let the County Superintendent be elected by the people at the Spring election, so as to keep the office as distinct as possible from party politics; or let him be appointed by the County Board of Supervisors, or by the State Board of Education upon proper recommendations of fitness and qualification; to serve for three years, subject to removal, for just cause, by the State Superintenden it or State Board of Education; and the State to appropriate out of the School Fund income, or General Fund, as the Legis. lature may direct, one hundred dollars annually to each County Superintendent, on condition that the county should pay at least as much more, and such County Superintendent should devote at least three months exclusively to the duties of his office; and the State to appropriate an additional one hundred dollars annually to each County Superintendent who should devote at least six months during the year exclusively to the duties of his office, and the county pay him at least as much more; and for the purposes here specified, such sparsely settled counties as Douglas and La Pointe, could be coupled together, at least until the next Legislative apportionment, and one Superintendent made to serve for the united counties. As remuneration for the two members of the Examining Board, to be associated with the County Superintendent, for the purpose of examining and granting certificates to teachers, a reasonable fee could be charged for each such examination—not for granting certificates, for that might possibly prove a temptation to grant them to unworthy aspirants; or the county could allow them a reasonable compensation.

# TOWNSHIP GOVERNMENT.

There is a revolution going on in our country regarding th division of Townships into geographical districts. The district system has been so long in general use, that the people are slow to discover its inequalities and inconveniences, and hesitate to make a change, even when convinced of a better arrangement. That the Township system of school government has many and decided advantages over the old district plan, let facts and ex-

perience testify:

"As a general fact," says Horace Mann, in his Tenth Annual Report as Secretary of the Massachusetts Board of Education, "the schools of undistricted towns are greatly superior to those in districted towns;—and for obvious reasons. The first class of towns,—the undistricted,—provide all the schoolhouses, and, through the agency of the school committee, employ all the teachers. If one good school house is provided for any section of the town, all the other sections, having contributed their respective portions of the expense to erect the good house, will demand one equally good for themselves; and the equity of such a demand is so obvious, that it cannot be resisted. If, on the other hand, each section were a separate district, and bound for the whole expense of a new house, if it should erect one, it would be tempted to continue an old house, long after it had ceased to be comfortable; and, indeed, as expense.

ience has too often and sadly proved, long after it has eased to be tenantable. So, too, in undistricted towns, ve never see the painful, anti-republican contrast of one school, in one section, kept all the year round, by a teacher who receives a hundred dollars a month, while, in another section of the same town, the school is kept on the minimum principle, both as to time and price, and, of course, yielding only a minimum amount of benefit,---to say nothing of probable and irremediable evils, that it may inflict. In regard to supervision, also, if the School Committee are responsible for the condition of all the schools, they are constrained to visit all alike, to care for all alike, and, as far as possible, to aim, in all, at the production of equal results; because any partiality or favoritism will be rebuked at the ballot-box. In undistricted towns, therefore, three grand conditions of a prosperous school,—viz., a good house, a good teacher, and vigilant superintendence,—are secured by motives which do not operate, or operate to a very limited extent, in districted towns. Under the non-districting system, it is obvious that each section of a town will demand, at least, an equal degree of accommodation in the house, of talent in the teacher, and of attention in the Committee; and, should any selfish feelings be indulged, it is some consolation to reflect that they, too, will be harnessed to the car of improvement.

"I consider the law of 1789, authorizing towns to divide themselves into districts, the most unfortunate law, on the subject of Common Schools, ever enacted in the State. During the last few years, several towns have abolished their districts, and assumed the administration of their schools in the corporate capacity; and I learn, from the report of the School Commit-'ees, and from other sources, that many other towns are con-

mplating the same reform."

Speaking of Mr. Mann's opinion of the unfortunate law of 789, authorizing the division of towns into districts, Rev. Dr. JEARS, Mr. Mann's successor as Secretary of the Massachusetts Board of Education, observes, in his Report of 1850, · The justness of the above observation is illustrated every day by the evils which are forcing themselves upon the public attention from every quarter."

Hon. H. BARNEY, in his Report of 1855, as Commissioner of Common Schools of Ohio, gives the following synopsis of the able argument of Dr. Sears, in favor of the township system, and the evils incident to the old district plan: After explaining, at great length, the nature of these evils, he sums up the whole matter, by saying that the schools ordinarily maintained in the districts into which they are divided, are no longer capablo of giving the education required by the character of the times; that they preclude the introduction of a system of proper

gradation in the schools; that the classification of the pupils is necessarily imperfect, and the number of classes altogether too great for thorough instruction by a single teacher; the fact that the district schools without any of the advantages of gradation, ... once answered their purpose very well, does not prove that we need nothing better now; that the old system is much more expensive in proportion to what it accomplishes than the other; that by means of it, hundreds of schools are kept in operation, which would otherwise be abandoned, as they ought to be; that in 1849 there were in Massachusetts 25 schools, whose highest' average attendance was only five pupils; 205, whose highest average attendance was only ten; 546, in which it was only fifteen; 1,009, where it was only twenty; and 1,456, where is was only twenty-five; that most of these schools were of so low an order as not to deserve the name, and that the impression which they made upon the agents of the Board of Education while visiting, them, was that the money of the districts, and the time of the teachers and pupils, were little better than wasted; that while some schools thus gradually dwindled into comparative insignificance and worthlessness, others became too large for suitable instruction by one teacher; that another evil almost invariably resulting from the division of the townships into independent school districts, was the unjust distinction which it occasioned in the character of the schools, and in the distribution of the school money; that when there was no responsible township School Committee authorized to act in the name of the township, there could not be that equality in the 'schools which' the 'law contemplated; that the inhabitants of one district, being more intelligent and public-spirited than those of another, would have better school houses; more competent, zealous and devoted School Directors, and consequently better teachers and better schools; that the smaller and more retired districts, which stood in greatest need of good common schools, because entirely dependent on them, were more likely to languish for want of public spirit and good management than to be prosperous; that inasmuch as the theory of popular education is founded upon the principle that the public security requires the education of all the citizens, and that it is both just and expedient to tax the property of the people for the education of all the children of the people, and inasmuch as the school tax is levied equally upon all parts of the township, and as the object contemplated, which alone justifies such taxation, is the education of the whole mass of the population, without distinction, nothing short of an equal provision for all, should satisfy the public conscience.

With such facts and arguments presented and enforced, through a series of years, by two of the most accomplished and experi-

enced friends of popular education in this country,—Horace Mann and Dr. Sears—gentlemen who have carefully observed, thoroughly studied, and minutely noted the practical workings of the various school systems of this country and of Europe, the people became aroused at last to the importance of the change which had been so ably advocated, and the utility of which had been so completely demonstrated.

In a recent report of the Secretary of the Board of Education of Massachusetts, the following important statement is

found, viz:

"A very considerable number of the townships have dropped the former mode of dividing the schools according to districts, and have placed the whole matter of their organization and distribution in the hands of the School Committee of the township. This change has already been made in about sixty townships of the Commonwealth, and the subject is now, more than ever before, engaging the attention of other townships, so that the year to come is likely to show greater results than any preceding year. The perceptible improvement of the schools in those places which have made the change, is an argument before which nothing can stand, and which is now acting upon the minds of the people at large, with silent but resistless power.

"The clear intelligence, steadiness and sobriety with which the people are beginning to pursue their object, as contrasted with the adventurous and uncertain efforts in the same direction in former years, is one of the many pleasing indications that the days of turmeil and confusion in settling great questions of school policy, are passing away, and a wise regard for the interests of posterity is becoming more and more controling in the management of this branch of our public interests. It is hardly too much to say that, under the guidance of such lofty sentiments, all the townships of the State will, within a short

period, be found adopting that policy in the management of their public schools, which experience shows to be the best.

"The gradual abandonment of the district system as here stated, results in no small degree from its connection with another measure, which has been regarded by the people with great favor, namely, the gradation of the schools. The districts are known to stand directly in the way of this improvement, and are receiving judgment accordingly. It was not until somewhat recently that a subject so important, so fundamental as that of establishing schools of different grades, for pupils of different ages and attainments, received much consideration from those who alone possessed the power to make the change. Distinguished men had written on the subject, and those who had studied the philosophy of education, were generally agreed in respect to it. But it was known chiefly as a theory passing,

in only a few instances, except in the cities, from the closet to the school room. By degrees, the results of these few experi-Measures were taken to communicate ments became known. them to the people, the majority of whom were still without any definite information on the subject. From this time, a course of action commenced in the townships which were favorably situated for trying the experiment, and has been followed up

with increasing vigor ever since.

"But what particularly distinguishes the present state of education amongst us from that of former times, is the existence of so many free High Schools. Until quite recently such schools were found only in a few large towns. The idea of a free education did not generally extend beyond that given in the ordinary district schools. All higher education was supposed to be a privilege which each individual should purchase at his own expense. But at length the great idea of providing by law for the education of the people in a higher grade of public schools prevailed. The results have been most happy. High Schools have sprung up rapidly in all parts of the Commonwealth; and within the last six years, the number has increased from scarcely

more than a dozen to about eighty.

"The effect of this change in the school system, of this higher order of schools, in developing the intellect of the Commonwealth, in opening channels of free communication between all. the more flourishing towns of the State, and the colleges or schools of science, is just beginning to be observed. They discover the treasures of native intellect that lie hidden among" the people; making men of superior minds conscious of their powers; bringing those who are by nature destined to public service, to institutions suited to foster their talents; giving a new impulse to the colleges, not only by swelling the number of their students, but by raising the standard of excellence in them, and finally, giving to the public, with all the advantages, of education, men who otherwise might have remained in obscurity, or have acted their part struggling with embarrassments and difficulties."

Hon. GEO. S. BOUTWELL, the present Secretary of the Board. of Education of Massachusetts, remarks in the Twentieth An-"In many districts, the number of pupils is too small to constitute a good school. This evil was fully discussed' by Dr. Sears, in the Sixteenth Annual Report of the Secretary of the Board of Education. The evil, however, continues, without much alteration for the better; nor is there great hope of improvement while the present system remains. A district, however small it may be, is anxious to preserve its existence, and especially unwilling to be united with, or merged in a larger one. As the district provides its own house, the town is comparatively without interest in the matter, and therefore is slow to exercise its power. Hence the district for generations is allowed to continue a small school, comparatively valueless under the most favorable circumstances, in charge, probably, of a cheap, and necessarily incompetent teacher, in a house entirely unfit for the custody, to say nothing of the education of children. Now transfer the support of the school-houses to the town, and at once a general interest takes the place of local custom or prejudice, and small schools are abolished as far as is consistent with the public convenience, and the erection of one suitable house is likely to be followed by a successful, because just, demand for equal accommodations for all."

A similar change from the old system to the new, is slowly progressing in Connecticut. Referring to an enactment authorizing and facilitating this change, the Superintendent, in a recent report, remarks: "Among the objects proposed to be accomplished by this act are, to simplify the machinery of the system, by committing to the hands of one board of school officers what is now divided between three; to equalize the advantages of the schools, by abolishing the present district lines, and placing all the schools under one Committee, thereby also facilitating the gradation of schools and the proper classification of scholars, and the establishment of schools of a higher grade in towns containing a sparse population, and substituting

a simpler and more efficient organization."

Hon. Caleb Mills, when Superintendent of Public Instruction of Indiana, declared in his Report of 1855, that the township feature of the school law of that State was "one of the crowning excellences of the system." Hon. Henry C. Hickok, the Superintendent of Public Instruction of Pennsylvania, remarked to me inconversation, "The crowning glory of the Pennsylvania school system, in addition to its County Superintendency, is its new township plan of government, and the consequent avoidance of the ensmalling of districts."

As Indiana has faithfully tried both systems, and is a sister State of the great North-West, I shall freely cite the results of its Township experience, as contrasted with the old district

plan:

BEE, in his report as Superintendent of Public Instruction in that State, in 1852, "heretofore in use in this State, and until lately in all the Eastern States, serious inconveniences, and sometimes insurmountable difficulties could but exist. I myself came near being wholly cheated out of an education by this most injudicious and iniquitous system. The township was

mapped off into districts by geographical lines. The district boundaries could not be passed. A family must send only to the school to which they might be geographically assigned, though a swamp or a river be in the way, though unluckily they might live on the very frontiers of the district, and there might be in another district a school-house provokingly near them.

"Under our present system these districts are utterly abolished. Each civil township forms a corporation for school purposes. The township Trustees are authorized and required 'to establish, and conveniently locate in the township a sufficient number of schools for the education of all the children therein.' Each family may send to any school in the township most convenient or agreeable. Whenever any person can be more conveniently accommodated at the school of some adjoining township, or even in an adjoining county, than in his own township or county, he is at liberty to make his own selection, and attend

where he pleases.

"This repudiation of arbitrary district lines, and this liberty to the family of choosing a school according to its own convenience and pleasure, is one of the most admirable features of our system. It gives, wherever it has been put in practice, unbounded satisfaction. It only needs, in order to become universally popular, to be understood in its practical advantages. One of the committee who reported the law last winter, a gentleman, whose services and experience in the cause of education render his opinions of great weight, thus writes to me of the operation of this principle in his own county: 'The people express much satisfaction at the provision of the new law, which enables them to make their own selection of schools, unrestrained by geographical lines. A few days ago, I met a farmer, whose name had by accident been omitted in our enu-I requested him to give me the number of his chilmeration. dren, which he said he would do, as it might be of some advantage to us, although it was of no use to him. I asked him, why? He said the school in his own district was so remote, and the road so difficult, that he had altogether given up sending his children. I told him that districts no longer existed, that he could send his children, without charge, to any public school he might select. On this his countenance directly brightened up. 'Well,' said he, 'there is sense in that. I shall send my children to-morrow.' Another venerable man, nearly seventy years old, as he was paying his tax yesterday to the Treasurer, said, 'I have been paying a heavy school tax for several years, and have derived no benefit therefrom.' I asked him, why? He answered, 'I reside in a remote part of the school district. It is utterly impracticable for me to send to our school-house. There is a school-house in an adjoining township close at hand, but I have no right to its privileges.' I told him that senseless obstacle had been removed under our new system. He could now send to school, if more convenient, in an adjoining township, or even in an adjoining county. 'Well,' said he, 'I shall hereafter derive some benefit from the school system.' Wherever

this principle is understood by the people, it is popular.'

"In such a territory as ours, in many parts nearly roadless, and intersected by bridgeless streams, and in some of the northern counties, obstructed in communication by impassible swamps, such a system is the only one promising any success. It is indeed strange, that the people have so long submitted to the district system, so replete with inequalities, injustice, and inconveniences, and so deficient in redeeming qualities. So true it is, that we often remain, for a long time, unaware of the serious inconvenience and injury we suffer from imperfections and abuses to which we are ascustomed. But when the remedy is discovered, and the corrective applied, we wonder how we could so long overlook so simple a remedy for so serious evils."

"Indiana," says Mr. LARRABEE, in his report of 1853, "was the first State to abolish the old district system. But not the last. Ohio has followed in her footsteps. Massachusetts is preparing to follow, and in a few years the township system will be the rule, and the district system only the exception, in more than half the States of the Union. It is conceded on all hands, that this system will, in the end, when fully developed, work out the most favorable results. It is the only system by which we can make any tolerable approach to equality in edu-

cational advantages for all parts of the State."

"Unequal burdens and unequal privileges," says Hon. Ca-LEB MILLS, of Indiana, in his report as Superintendent of Public Instruction in January, 1857, "in the same township, cease to vex and annoy. These sources of complaint and dissatisfaction will be dried up, and these inseparable concomitants of the district feature will be numbered among the things that were and are not. The superiority of the present over the former system, in the equity of its requisitions, is very striking and "manifest. Under the former system, districts in the same township, having an equal number of children, and consequently needing school-houses of similar size and accommodations, would be very unequally taxed to erect these structures. property in one district would not be assessed for this purpose more than fifteen cents on the hundred dollars, while the wealth in the other must respond to the demand of not less than three times that amount. Is that right, equitable, and in accordance with the principle that demands equality of assessment for general interests and common benefits, in the same corporation? Should such a gross inequality of burdens be tolerated any longer? Should neighbors, living in daily intercourse with each other, be subject to such unrighteous levies? The present system protects us against all such inequitable assessments, and provides that each district shall have, at the common expense of the township, a comfortable, commodious and tasteful house, whose associations shall be pleasant and instructive. Such is the contrast, in reference to equality of burdens, presented by the past

and present educational codes of Indiana.

"An inequality of privilege, equally gross and manifest, existed under the old district system, which disappears by the operation of the township principle. Districts of equal geographical area in the same corporation will often be exceedingly diverse in comparative population at different periods of their history. One may have twenty-five, another fifty, a third seventy-five, and a fourth one hundred pupils. On the district system, the educational funds were necessarily distributed on the per capita basis. These funds, converted into tuition, would be represented by one, two, three, or four month's instruction. Should friends, perhaps even brothers, living in the adjacent angles of the aforesaid districts, be subject to such an inequitable participation of a common patrimony? Should the children of these families be so unequally cared for by her who claims the name and assumes to be their educational foster-mother? Such palpable injustice was the inevitable result, the legitimate sequence of the district system. Weak districts seemed only the weaker by contrast with the adjacent strong ones. could be more annoying to those thus situated in the same township, citizens of that miniature republic, where we first begin to govern ourselves politically, where are first awakened those official aspirations which extend, perhaps, through a series of coveted elevations till they culminate in the Presidency. It has existed, still exists, is deplored and lamented elsewhere. Our own experience attests the reality of the evil. Various prescriptions have been suggested for the disease, termed weak districts, by distinguished physicians, but the honor of discovering an effectual remedy for this wasting malady belongs to the Indiana faculty, who have nobly made it patent to the world. It is found in the 27th section of our revised School Law, and reads thus: 'The schools in each township shall be taught an equal length of time, without regard to the diversity in the number of pupils in the several schools.' It just meets the exigencies of the case, and will prove an effectual and permanent correction of the aforesaid evil. It is pre-eminently wise, just and honorable, for it secures an equitable participation of the educational provisions furnished by the State, as completely as human wisdom and sagacity could devise. It involves no injustice in the operation, for the commonwealth, pledged by her fundamental law to educate all her youth, as a wise and judicious parent, provides for the training of the twenty-five of one district, and the seventy-five of another, during an equal period of time. If she can give them only six months tuition annually, none, enjoying that amount of instruction, are wronged, because others, numerically less, receive a similar favor. It is not money that the State proposes to give her youths. It is something better, more enduring, and pertaining to both worlds, mental and moral culture. This she designs to distribute equally, and, by the aforesaid provision, effects as nearly as human ingenuity will admit."

Hon. H. H. BARNEY, in his Report as Commissioner of the Common Schools of Ohio, in 1855, remarks of the School Law of that State of 1853, that it "constitutes each and every organized township in the State but one school district for all purposes connected with the general interests of education in the township, and confides its management and control to a Board of Education. The law also contains provisions for introducing a system of Graded Schools into every city, town, incorporated village and township in the State. In accordance with the same principles, and for the purpose of accomplishing the same beneficient object, the Legislature of Indiana, in 1852, enacted a School Law abolishing all the school districts, and declaring each civil township in the several counties a township for school purposes, and the Trustees for such township, Trustees for school purposes; and the Clerk and Treasurer, Clerk and Treasurer, for school purposes; and that 'the Board of Trustees shall take charge of the educational affairs of the township, employ teachers, establish and conveniently locate a sufficient number of schools for the education of the children therein,' and that 'they may also establish Graded Schools, or such modifications of them as may be practicable.'

"Whatever diversity of opinion may exist among educationists, as to the best manner of constituting Township Boards of Education, there can be but one opinion as to the propriety of having a township school organization. Facts, experiments, the observations and opinions of those competent to judge, have fully settled this matter. It is not, however, so clearly determined whether the School Committees or Boards of Education of townships should consist of three or six persons; one-third to be elected, and the other third to go out of office annually; or whether they should be elected by the township at large, or, by the sub-districts. Nor is the principle fully settled, whether

a township should be divided, for certain specific purposes, into sub-districts or not. But it is fully settled that if a township is thus divided, the lines of the sub-districts should not in the least interfere with the proper classification, gradation and supervision of its schools.

"It is thought by some that to provide the same amount of means and facilities for educating those who reside in the poorer and less populous portions of a township, as for those in the wealthier and more thickly settled portions, would deprive the latter of their rights; just as if the taxes for the support of schools were levied upon sub-districts, and not upon the State and townships.

"If all the property of the State and of the townships is taxed alike for the purposes of educating the youth of the State, there is no principle plainer than that all should share equally, so far as practicable, in the benefits of the fund thus raised, whether they reside in sparse or populous neighborhoods."

I trust I have adduced an array of facts, experiences, and authorities that are well calculated to carry great weight with Suppose, then, the County Superintendency, and County Examining Board, should be adopted, and the district system abolished, what would be the necessary Township school offi-A Town Superintendent, a Town School Treasurer, and a Town School Clerk, would be sufficient, and would form the Town Board of Education; at the first election, the Clerk to be chosen for one year, the Treasurer for two, and the Superintendent for three years, and thereafter each officer for three years, thus giving experience and stability to the Board. should have the entire control of the school-houses, their sites, erection, repairs, supply of fuel, &c.; should personally attend the examinations of the County Examining Board in their town, and acquaint themselves with the scholastic fitness and qualifications of the several teachers who should obtain certificates, so as to judge their respective adaptations to the several schools for which they would be employed, and to which assigned; and the Town Board should alone employ the teachers for all the schools of the town. They should also serve as overseers or inspectors of the schools, and unite with the County Superintendent in his visitations of the schools of the town; and have the control of the Township School Library. They should make the annual report of the statistics and condition of the schools of the town to the County Superintendent, and furnish any educational information desired of them by either the State or County Superintendent. Appeals from their action should be the privilege of any person or persons aggrieved, to the County Superintendent, if made within a reasonable time; and 19á'''

also from the action or decision of the County Superintendent to the State Superintendent.

Such a system of Township school government, with the abrogation of the district system, would produce, among others,

the following beneficial results, viz:

1. The provision of the Constitution of our State, which requires "the establishment of district schools as nearly uniform as practicable," would, by constituting the Township as the district, be more fairly carried out; and hence the State School Fund income would be much more equally distributed than it now is.

2. Taxation for school purposes would be better equalized, for, under the present district system, the people of some districts, owing to the smallness of both their numbers and taxable property, pay two or three times as much as their neighboring wealthier districts, and get no more—often much less in quantity and value, for it; and in joint districts, the several parts composing them, are, from the necessity of the case, very

inequally taxed.

3. All the primary schools of the town would be held the same length of time, thus producing an equality of school privileges which does not, and cannot, exist under the old district plan; for instances are not wanting in our State, where a poor and weak district, with great difficulty, and heavy taxation, manages to maintain a three months' school, and that kept by a cheap and perhaps almost worthless teacher; while the adjoining wealthy district, with comparatively light taxation, easily sustains a ten months' school, with an able and successful teacher. This is exceedingly unequal, and bears heavily and unjustly upon the poor, and fails to carry out the heavenly injunction, "Bear ye one another's burdens."

4. By the Township plan, there would be a juster distribution and equalization of teachers, suitable to the several localities; and less of the favoritism practised, as under the present district system, in employing relatives to teach the schools—for in a Town Board of only three members, there would be less opportunity of practising it than by the present half a dozen

to a dozen District Boards in the town.

5. There would be more uniformity and adaptation in school-houses; for they would be built economically, by the lowest and best bidder, and not, as is now too often the case, by one or more members of the District Board, on pretty much his or their own terms; and such localities as now neglect to provide good, comfortable school-houses, would have them provided for them, and the children of such stingy, miserly souls would no longer suffer for a suitable place in which to acquire an education, which would be worth vastly more to them than all the

wealth, without it, which their ignorant and niggardly parents

could ever heap together.

6. It would not only be a far better, but a far cheaper system to maintain, lopping off the weak, inefficient and worthless schools, and dividing the larger and unwieldy ones; lessening the number of officers, as the Town Board of three officers would perform all the necessary school duties of the town, and do it cheaper and better than the half a dozen or more local Boards of at least six times as many officers; and instead of selecting eighteen or more persons in a township, as is now the case, for these local boards, the people would select three of the very best and most efficient for the Town Board. Here would be a great saving of expense, and the objects sought more equally obtained, better in quality, and far more useful to the people.

7. By abrogating the district and joint district system, we should be doing away at once with one of the most fruitful sources of troubles, wranglings, contentions, and petty jealousies, incident to the district system; and would, at the same time, put an end to that greatest bane of the system, the constant ensmalling of districts, to gratify whims and caprices, and oftentimes to adjust an angry controversy, thus steadily lessening the ability of such dismembered districts to either employ a good teacher, or maintain a school even the legal re-

quirement of three months.

8. It would give to the people all over the State the perfect-freedom, while taxed in their own town, to send their children to any public school, without regard to district, township, or county lines—thus, in the enlightened spirit of progressive legislation, doing away with an oppressive restriction already too long and too patiently borne by the people, and which has only been productive of inconvenience, injustice and inequality, and deprived many a worthy tax-paying family of invaluable

9. And lastly, but not least in importance, while the primary schools generally cannot well be graded, and but little effected in the way of properly calssifying the pupils, yet under the Township system, each town containing a specific number of inhabitants, or a certain amount of taxable property, or both, could have its Central Graded High School, free to all of a certain age, say between ten or twelve and twenty years of age—this Central School to be kept in session at least ten months in each year. With such a Graded School in each town, for the more advanced youth, the accruing benefits would be of so decided and general a character, that the plan could not but meet with the most universal favor.

## GRADED SCHOOLS.

So important do I regard a Central Graded High School for each town in Wisconsin, that I shall venture to cite a few expe-

rienced authorities upon their necessity and value:

"In the Fourteenth Report," says Dr. SEARS, Secretary of the Massachusetts Board of Education, "I have endeavored to show how difficult it is, even for a good teacher, to give a thorough and systematic course of instruction in a school made up of scholars of every diversity of age and attainment. In a mixed district school, the classification of the pupils is necessarily imperfect, and the number of classes must be altogether too great for thorough instruction by one teacher. During the past year, teachers have been found in some of our public schools having at the rate of thirty-six recitations a day. In graduated schools, a few large classes may be formed, to pursue all their studies together, and the teacher having no others under his charge, will have a much greater amount of time for each. But where nothing of this simplicity and order exists, and teachers are changed, or liable to be changed, every term, the best methods of instruction are of but little avail; for they could not be successfully introduced, even if a good teacher were employed. There is not time enough in the daily exercises for thoroughly teaching each class, nor is the ordinary term of service long enough to lay the foundations of knowledge, and to rear a fabric which shall prove the hand of a master. The teacher feeling compelled to win a reputation, and secure the good opinion of his employers before the term expires, or is even far advanced, seeks to create a sensation, and adopts methods which the character and organization of the school will best allow, and which, at the same time, will make the speediest show of progress. Only in this way can he hope to be re-appointed, or to be recommended to another school. Thus the district system tends to check that improvement in modes of teaching which it is the object of the State to promote.

"Let it not be supposed that these evils, resulting from the district organization, can be remedied by grading the schools of the several districts. There are but few districts that admit of different grades of schools. Large and compact districts are usually divided into two, after which they cannot be associated together for the classification of their schools. A district may be too large for one school, and not large enough for two. Two adjoining districts may both be in this condition, and yet the line which divides them will effectually prevent any mutual arrangement for the accommodation of both. It is an iron system, that admits of no yielding to circumstances, whereas its

opposite is like vulcanized India rubber, which may adjust itself to ever varying cercumstances, by contraction or expansion. If the impassible boundaries of districts did not preclude the enlargement or curtailment of the schools of a town, it would be easy, in most cases, to organize them in such a manner as to equalize the number of children in each school, and to distribute them according to their ages and attainments. But now it is exactly as if a tailor, instead of having whole pieces of cloth from which to cut his garments, had nothing but remnants, sometimes too large, and sometimes too small, and rarely or never exactly fitted for his purpose. Suppose the different wards of our cities were to constitute so many school districts, each having its own schools, is it not evident that more schools and more • school-houses would be necessary than upon the present plan? There would be a liability in each ward to have a remnant for which no provision could be made without over-crowding the schools, or establishing smaller ones at a disproportionate expense. In the rural towns, it often happens that parts of three or four districts need be taken off and united to form one new All such changes in districted towns are effected only after long delays, and with infinite trouble; and even then they are not accommodated to graded schools, as they result in simply adding one to the number of the same kind of districts. districts were abolished, the School Committee could, from time to time, according to circumstances, unite small schools and divide large ones, and adapt them to the wants of the pupils, and then adapt the teacher to both.

"The resort to union [or joint] districts is a poor relief from these embarrassments. However urgent the necessity which leads to it, the arrangement is an inadequate one, and the operation of it exceedingly inconvenient. The best union district is that in which all the districts of the town are united into one. Then there is an effectual relief from one class of difficulties without plunging into another. In general, union districts are a perpetual source of trouble and of contention. They make confusion worse confounded. The two districts remaining distinct for certain purposes, while they are united for others, add to the complexity of the system, not merely by adding one to the number of incorporated districts, but by introducing a joint jurisdiction. The points on which differences may arise are The choice of a site for the union school, the multiplied. dimensions, style, and expense of building, and the appointment of the teacher, are matters in regard to which each party will be likely to have its own preferences. When we consider that neighborhood feuds and district jealousies are the vultures that most frequently gnaw at the vitals of our rural schools, it will not appear unimportant to remove the decision of controverted

points as far as possible from the contending parties.

"Such is the difficulty of providing for the suitable education of the young in the common district school, and such the necessity of establishing schools of a different order. The fact that the district schools, without any of the advantages of gradation, once answered their purpose very well, does not prove that we need nothing better now. The application of science to the arts, now so universal, the connection of business of all kinds with the progress of knowledge, and the opening of a much wider sphere of thought than existed formerly, to all the people, by means of the easy and rapid communication now existing between different parts of the world, thus taking away the provincial life of the people, and rendering it cosmopolitan, demand an increased amount of knowledge, in order to a corresponding. respectability and usefulness. Furthermore, such is the eagerness with which young men rush into business, that their school education is closed at a much earlier period than was that of their fathers. It, therefore, becomes doubly necessary to organize the public schools in such a way as to prevent the loss of any time or labor, and to adopt methods of instruction which produce the greatest amount of solid education in a given time."

"To enable children," says Hon. HENRY BARNARD, "to derive the highest degree of benefit from their attendance at school, they should go through a regular course of training in a succession of classes, and schools arranged according to similarity of age, standing, and attainments, under teachers possessing the qualifications best adapted to each grade of school. The practice has been almost universal in New England, and in other States where the organization of the schools is based upon the division of the territory into school districts, to provide but one school for as many children of both sexes, and of all ages from four to sixteen years, as can be gathered in from certain territorial limits, into one apartment, under one teacher; a female teacher in summer, and a male teacher in winter. The disadvantages of this practice, both to pupils and teachers.

disadvantages of this practice, both to pupils and teachers, are great and manifold.

"There is a large amount of physical suffering and discomfort, as well as great hindrances in the proper arrangement of scholars and classes, caused by crowding the older and younger pupils into the same school-room, without seats and furniture appropriate to either; and the greatest amount of suffering and discomfort falls upon the young who are least able to beer it

discomfort falls upon the young, who are least able to bear it, and who, in consequence, acquire a distaste to study and the school-room.

"The work of education going on in such schools, cannot be

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appropriate and progressive. There cannot be a regular course of discipline and instruction, adapted to the age and proficiency of pupils—a series of processes, each adapted to certain periods in the development of mind and character, the first intended to be followed by a second, and the second by a third,—the latter always depending on the earlier, and all intended to be conducted on the same general principles, and by methods varying with the work to be done, and the progress already made.

"With the older and younger pupils in the same room, there cannot be a system of discipline which shall be equally well adapted to both classes. If it secures the cheerful obedience and subordination of the older, it will press with unwise severity upon the younger pupils. If it be adapted to the physical wants, and peculiar temperaments of the young, it will endanger the good order and habits of study of the more advanced pupils, by the frequent change of posture and position, and other indul-

gences which it permits and requires of the former.

"With studies ranging from the alphabet and the simplest rudiments of knowledge, to the higher branches of an English education, a variety of methods of instruction and illustration are called for, which are seldom found together, or in an equal degree, in the same teacher, and which can never be pursued with equal success in the same school-room. The elementary principles of knowledge, to be made intelligible and interesting to the young, must be presented by a large use of the oral and simultaneous methods. The higher branches, especially all mathematical subjects, require patient application and habits of abstraction, on the part of the older pupils, which can with difficulty, if at all, be attained by many pupils, amid a multiplicity of distracting exercises, movements and sounds. The recitations of this class of pupils, to be profitable and satisfactory, must be conducted in a manner which requires time, discussion and explanation, and the undivided attention both of pupils and teachers.

"From the number of class and individual recitations, to be attended to during each half day, these exercises are brief, hurried, and of little practical value. They consist, for the most part, of senseless repetitions of the words of a book. Instead of being the time and place where the real business of teaching is done, where the plough-share of interrogation is driven down into the acquirements of each pupil, and his ability to comprehend clearly, remember accurately, discriminate wisely, and reason closely, is cultivated and tested,—where the difficult principles of each lesson are developed and illustrated, and additional information imparted, and the mind of the teacher brought in direct contract with the mind of each pupil,

to arouse, interest, and direct its opening powers—instead of all this and more, the brief period passed in recitation, consists, on the part of the teacher, of hearing each individual and class, in regular order and quick succession, repeat words from a book; and on the part of the pupils, of saying their lessons, as the operation is significantly described by most teachers, when they summon the class to the stand. In the mean time the order of the school must be maintained, and the general business must be going forward. Little children without any authorized employment for their eyes and hands, and ever active curiosity, must be made to sit still, while every muscle is aching from suppressed activity; pens must be mended, copies set, arithmetical difficulties solved, excuses for tardiness or absence received, questions answered, whisperings allowed or suppressed, and more or less of extempore discipline administered. Were it not a most ruinous waste of precious time, -did it not involve the deadening, crushing, distorting, dwarfing of immortal faculties and noble sensibilities,—were it not an utter perversion of the noble objects for which schools are instituted, it would be difficult to conceive of a more diverting farce than an ordinary session of a large public school, whose chaotic and discordant elements have not been reduced to system by a proper classification. The teacher, at least the conscientious teacher, thinks it any thing but a farce to him. Compelled to hurry from one study to another, the most diverse,—from one class to another, requiring a knowledge of methods altogether distinct,—from one recitation to another, equally brief and unsatisfactory, one requiring a liveliness of manner, which he does not feel and cannot assume, and the other closeness of attention and abstraction of thought, which he cannot give amid the multiplicity and variety of cares,—from one case of discipline to another, pressing on him at the same time,—he goes through the same circuit day after day, with a dizzy brain and aching heart, and brings his school to a close with a feeling, that with all his diligence and fidelity, he has accomplished but little good.

"But great as are the evils of a want of proper classification of schools, arising from the causes already specified, these evils are aggravated by the almost universal practice of employing one teacher in summer, and another in winter, and different teachers each successive summer and winter. Whatever progress one teacher may make in bringing order out of the chaotic elements of a large public school, is arrested by the termination of his school term. His experience is not available to his successor, who does not come into the school until after an interval of weeks or months, and, in the meantime, the former teacher has left the town or State. The new teacher is a stranger to

the children and their parents, is unacquainted with the system pursued by his predecessor, and has himself but little or no experience in the business; in consequence, chaos comes back again, and the confusion is still worse confounded by the introduction of new books, for every teacher prefers to teach from the books in which he studied, or which he has been accustomed to teach, and many teachers cannot teach profitably from any other. Weeks are thus passed, in which the school is going through the process of organization, and the pupils are becoming accustomed to the methods and requirements of a new teacher—some of them are put back, or made to retrace their studies in new books, while others are pushed forward into studies for which they are not prepared; and at the end of three or four months, the school relapses into chaos. There is

constant change, but no progress.

"This want of system, and this succession of new teachers, goes on from term to term, and year to year a process which would involve any other interest in speedy and utter ruin, where there was not provision made for fresh material to be experimented upon, and counteracting influences at work to restore, or at least obviate the injury done. What other business of society could escape utter wreck, if conducted with such a want of system, -with such constant disregard of the fundamental principle of the division of labor, and with a succession of new agents every three months, none of them trained to the details of the business, each new agent acting without any knowledge of the plan of his predecessor, or any well settled plan of his own! The public school is not an anomaly, an exception, among the great interests of society. Its success of failure depends on the existence or absence of certain conditions; and if complete failure does not follow the utter neglect of these conditions, it is because every term brings into the schools a fresh supply of children to be experimented upon, and sweeps away others beyond the reach of bad school instruction and discipline; and because the minds of some of these children are, for a portion of each day, left to the action of their own inherent forces, and the more kindly influences of nature, the family and society.

"Among these conditions of success in the operation of a system of public schools, is such a classification of the schofars as shall bring a larger number of similar age and attainments, at all times, and in every stage of advancement, under teachers of the right qualifications, and shall enable these teachers to act upon numbers at once, for years in succession, and carry them all forward effectually together, in a regular course of instruc-

tion.

"The great principle to be regarded in the classification, either of the schools of a town or district, or of scholars in the same school, is equality of attainments, which will generally include those of the same age. Those who have gone over substantially the same ground, or reached, or nearly reached, the same point of attainment in several studies, should be put together, and constitute, whenever their numbers will authorize it, one school. These again should be arranged in different classes, for it is seldom practicable, even if it were ever desirable, to have but one class in every study in the same grade of school. Even in very large districts, where the scholars are promoted from a school of a lower grade to one of a higher, after being found qualified in certain studies, it is seldom that any considerable number will have reached a common standard of scholarship in all their studies. The same pupil will have made very different progress in different branches. He will stand higher in one, and lower in another. By arranging scholars of the same general division in different classes, no pupil need be detained by companions who have made, or can make less progress, or be hurried over lessons and subjects in a superficial manner, to accommodate the more rapid advancement of others. Although equality of attainment should be regarded as the general principle, some regard should be paid to age, and other circumstances. A large boy of sixteen, from the deficiency of his early education, which may be his misfortune and not his fault, ought not to be put into a school or class of little children, although their attainments may be in advance of his. step would mortify and discourage him. In such extreme cases, that arrangement will be best, which will give the individual the greatest chance of improvement, with the least discomfort to himself, and hindrance to others. Great disparity of age in the same class, or the same school, is unfavorable to uniform and efficient discipline, and the adaptation of methods of teaching, and of motives to application and obedience. Some regard, too, should be had to the preferences of individuals, especially among the older pupils, and their probable destination in life. The mind comes into the requisitions of study more readily, and works with higher results, when led onward by the heart; and the utility of any branch of study, its relations to future success in life, once clearly apprehended, becomes a powerful motive to effort.

Each class in a school should be as large as is consistent with thoroughness and minuteness of individual examination, and practicable, without bringing together individuals of diverse capacity, knowledge and habits of study. A good teacher can teach a class of forty with as much ease as a class of ten, and

with far more profit to each individual, than if the same amount bf time was divided up among four classes, each containing onefourth of the whole number. 'When the class is large, there is a spirit, a glow, a struggle which can never be infused or called forth in a small class. Whatever time is spent upon a few, which could have been as profitably spent on a larger number, is a loss of power and time to the extent of the number who were not thus benefited. The recitations of a large class must be more varied, both as to order and methods, so as to reach those whose attention would wander if not under the pressure of constant excitement, or might become slothful from inaction or a sense of security. Some studies will admit of a larger number in a class than others.

'" The number of classes for recitation in the same apartment, by one teacher, should be small. 'This will faciliate the proper division of labor in instruction, and allow more time for each The teacher intrusted with the care of but few studies, and few recitations, can have no excuse but indolence, or the want of capacity, if he does not master these branches thoroughly, and soon acquire the most skillful and varied methods of teaching them. His attention will not be distracted by a multiplicity and variety of cares, pressing upon him at the same time. This principle does not require that every school should be small, but that each teacher should have a small number of studies and

classes to superintend.

"In a large school, properly classified, a division of labor can be introduced in the department of government, as well as in that of instruction. By assigning the different studies to a sufficient number of assistants, in separate class-rooms, each well qualified to teach the branches assigned, the principal teacher may be selected with special reference to his ability in arranging the studies, and order of exercises of the school, in administering the discipline, in adapting moral instruction to individual scholars, and superintending the operations of 'each class-room, so as 'to secure the harmonious action and progress of every department. The talents and tact required for these and similar duties, are more rarely found than the skill and attainments required to teach successfully a particular study. When found, the influence of such a principal, possessing in a high degree, the executive talent spoken of, will be felt through every class, and by every subordinate teacher, giving tone and efficiency to the whole school."

To facilitate the introduction of these, and similar principles of classification, into the organization and arrangements of the schools of a town, as fast and as far as the circumstances of the population will admit, Mr. Barnard suggests that the following, among other provisions, should be engrafted into the school system of every State, viz: That "every town should be clothed with all the powers requisite to establish and maintain a sufficient number of schools of different grades, at convenient locations, to accommodate all the children residing within their respective limits—irrespective of any territorial division of the town into school districts."

"It seems not unconnected with this subject," says HORACE MANN, "to inquire, whether in many places out of our cities a plan may not be adopted to give greater efficiency to the means now devoted to common school education. The population of many towns is so situated as conveniently to allow a gradation of schools. For children under the age of eight or ten years, about a mile seems a proper limit, beyond which they should not be required to travel to school. On this supposition, one house, as centrally situated as circumstances will permit, would accommodate the population upon the territory of four square miles, or, which is the same thing, two miles square. But a child above that age can go two miles to school, or even rather more, without serious inconvenience. There are many persons whose experience attests, that they never enjoyed better health, or made greater progress, than when they went two miles and a half, or three miles, daily, to school. Supposing, however, the most remote scholars to live only at about the distance of two miles from the school, one house will then accommodate all the older children upon a territory of sixteen square miles, or four miles square. Under such an arrangement, while there were four schools in a territory of four miles square, i. e., sixteen square miles, for the younger children, there would be one Central School for the older. Suppose there is \$600 to be divided amongst the inhabitants of this territory of sixteen square miles, or \$150 for each of the four districts. Suppose, farther, that the average wages for the male teachers is \$25, and for female \$12 50 per month. according to the present system, four male teachers are employed for the winter term, and four female for the summer, each of the summer; and winter schools may be kept four months. The money would then be exhausted; i. e., four months summer school at \$12.50 = \$50, and four months winter, at \$25 = \$100; both=\$150. But according to the plan suggested, the same money would pay for six months summer school instead of four, in each of the four districts, and for a male teacher's school eight months; at \$35 a month, instead of four at \$25 a month, and would then leave \$20 in the treasury.

"By this plan, the great superiority of female over male training for children under eight, ten or twelve years of age, would be secured; the larger scholars would be separated from the smaller, and thus the great diversity of studies and of classes in

the same school, which now crumbles the teacher's time into dust, would be avoided; the female schools would be lengthened one half; and the length of male schools would be doubled, and for the increased compensation, a teacher of four-fold qualifications could be employed. \* \* We have not yet brought the power of united action to bear with half its force upon the end or the means of 'education. I think it will yet be found more emphatically true in this department of human action, than in any other, that adding individual means multiplies social power."

"By the establishment in each society," says Mr. BARNARD, "of one Central School, or one or more union schools, for the older children, and more advanced studies, the district school will be relieved of at least one half the number of classes and studies, and the objections to the employment of female teachers in the winter, on account of their alleged inability to govern and instruct the older boys, will be removed. As the compensation of female teachers is less than one half that paid to males, every instance of the employment of a female teacher in place of a male teacher in the district school, will save one half of the wages paid to the latter, which can be expended in increasing, partly the wages of the former, and partly the wages of the male teacher in the Union or Central School. It will be found that the same amount of money now expended in three districts, on three female teachers in summer, and three male teachers in winter, will employ three female teachers for the whole length of the summer and winter school, and one male teacher for the winter, at an advance of one third or one half of the average rate of wages paid to each.

"This arrangement will thus lead to the more permanent employment of a larger number of female teachers, at an advanced compensation, thus holding out an additional inducement to females of the right character and qualifications, to teach in the district school. It will also reduce the demand for male teachers, except of the highest order of qualifications, and increase the wages of those who are employed. In both ways it will diminish the expense, the loss of time, and other evils of a constant change of teachers in the same school, and give permanence and character to the profession of the teacher. It will enable the teachers of the several schools to introduce studies, discipline and instruction appropriate to each. In the district primary school, the younger children need no longer be subjected to the discomforts and neglects which they now experience, or primary studies be crowded one side, to make room for the higher branches. In the Union or Central School, the scholars, coming, as they would, from the primary school, well 



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grounded in the fundamental branches, will be prepared to enter profitably upon studies which are now pursued to advantage only in Academies and other private schools of a similar grade. Thus, all that is now accomplished in the district school, will be better done, the course of study very much extended, and the advantages of a more thorough and complete education be more widely diffused."

A GRADED SYSTEM FROM THE PRIMARY SCHOOL TO THE UNI-VERSITY.

If it should be found impracticable for each town to maintain Central School, whose highest department should be able to fit youths to enter our Colleges and Universities, then a County High School should be provided for that purpose; and in both the Town Central School, and the County High School, tuition should be equally free as in the primary schools, and provision should be made for their sharing in the School Fund apportionment. Then we should have a complete public educational system, graded from the primary school to the State Universityin which, too, at the earliest possible period, instruction should also be made entirely free. By such a graded system, Academies and private schools would necessarily be supplented by cheaper and better educational institutions; and they ought to be, as from their very nature, the poor would necessarily be excluded from their privileges and benefits-for we do not often find such a friend of his race as J. L. PICKARD, of the Plattville Academy, who has generously educated, free of charge, many a poor youth thirsting after knowledge. With such a system, we should soon find not only our State University, but all our other Colleges and Universities, filled to overflowing with the noble-hearted, ambitious youths of Wisconsin, earnestly seeking the highest intellectual attainments within their reach, preparatory to entering upon the largest sphere of human usefulness.

#### STATE SCHOLARSHIPS.

In 1853, the Legislature of Massachusetts passed a law providing for forty-eight State scholarships—each of these scholars properly prepared to enter college, and having undergone a thorough examination, is selected by the State Board of Education, and is entitled from the State to \$100 per yearfor his four years collegiate course in any college within the State he may select for the purpose. Twelve are chosen annually from distincts in their proper order; and so, in the course of four years, the full complement is made up; and ever after, as twelve grad-

vacancies. At the close of each year, each of these State scholars, before being able to draw his hundred dollars, must produce a certificate from the President of the college he is attending, to the effect that he ranks, in point of scholarship, with the first half of students of the institution; and failing in this, his scholarship is declared vacated, and is filled by the appointment of some one prepared to enter the same class left vacant, so as to keep up the regular number of annual graduates. Preference in the selection is given to those most mer-

itorious and most needy.

"Sufficient time has not elapsed," says the Report of the State Board of Education of 1856, "to justify an opinion of the merits of this measure, based upon experience; yet every circumstance known to the Board of Education leads to the conclusion that the expectations of the State will be fully realized. The specific object of the Act is to furnish competent teachers for the High Sceools; and there has never been a time when the demand for such teachers was greater. There are probably one hundred High Schools in Massachusetts, and the number of towns required by law to maintain such schools is annually These schools ought all to be supplied with well educated, thorough teachers. In addition to this manifest want of our own, there is a constant, and in some cases, pressing demand, for teachers of different grades to go into other States. This demand has in a few instances borne hard upon our own schools. It is not, of course, the primary object of our system to furnish teachers for other States, nor does it seem to be wise to attempt any restriction. It is no trifling compliment to our system of public instruction, that it furnishes teachers whose services are desired by the citizens and governments of other States."

Something of the kind, I venture to suggest, would prove exceedingly useful and desirable in our State. It would stimulate the youth in our primary and higher schools to noble emulation. The State scholarship, while it would assist and encourage many a poor young man to pursue a thorough collegiate course, should yet be regarded as a reward of the highest merit. Let there be established one hundred State scholarships, one for each Assembly district, and the remainder to be chosen from the State at large—twenty-five to be appointed annually, by the State Board of Education, upon recommendation of the County Superintendents, or other proper persons, after due examination, and thorough preparation to enter college; and for a period of four years, if a certain required scholarship be maintained, in the State University, or other regular College or

University in the State, each State scholar to receive from the State fifty dollars annually, on condition that he pledge himself to engage in the business of teaching, within the State, for a term of time equal to that for which he shall have received such bounty; and if he shall fail so to teach, if in competent health, he shall refund the money so received from the State, or

render himself liable to an action at law for its recovery.

This would require the sum of \$5,000 annually, and, I doubt not, its appropriation in this direction, would prove a powerful stimulus to the youth of the State to seek these State scholarships, and would eventually secure a noble annual addition to the number of highly qualified teachers for our High, Central and Normal Schools. Every such encouragement on the part of the State, would tend to elevate the standard of Common School education among us, foster and encourage our Universities and Colleges, and provide for our future wants, a class of superior instructors for our higher graded schools.

### TOWN SUPERINTENDENTS.

The frequent incapacity of Town Superintendents to properly examine and determine the qualifications of candidates for teachers' certificates, has been already referred to; and a County Examining Board of three persons, composed of the County Superintendent, and two practical teachers, has been suggested as, in my opinion, the best remedy for this great evil. Could this, or some similar change be adopted, a multitude of evils would at once be obviated. But if such change be deemed impracticable or premature, I would suggest that for the purpose of examining teachers and granting certificates, that two practical teachers in each town be recommended by the teachers of such town to the Town Board of Supervisors for their approval and appointment, to be associated with the Town Superintendent for the purpose of examining and granting certificates to qualified candidates for the teacher's profession. While I should regard this as a step in an improved direction, I should still look upon it as infinitely inferior to an able County Examining Board who would make thorough and impartial work of their examinations, and grade the certificates according to merit.

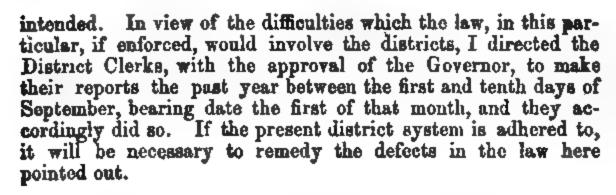
If neither a County nor Town Examining Board be provided, then some legislation will be needed with reference to the removal of a Town Superintendent for refusal or neglect to perform his duties. When a member of the District Board refuses to perform his duty, or declines to obey a decision of the State Superintendent, his office is declared vacant, and filled accord-

ingly. But a Town Superintendent may—as has actually been done—refuse, out of mere spite, to examine a candidate for a teacher's certificate, to whom he has two or three times previously granted a certificate, whose moral character is good, and whose services as teacher are greatly desired by his district; and though the aggrieved party appeals to the State Superintendent, and the latter should decide against the action of the Town Superintendent as unjust and arbitrary, yet I know of no way of enforcing such decision—no way of declaring the office vacant. It is true, the Town Board of Supervisors have power to make a temporary appointment whenever a Town Superintendent "may be unable" to perform the duties of his office; but there is, so far as I know, no power to remove for unwillingness or refusal to perform those duties. As the law now is, the State Superintendent's decision may be mocked at, a petty tyranny exercised over a worthy citizen, and the reasonable wishes of a whole district oppressively denied, and all without a remedy. Such power is not in accordance with the genius of our free institutions—equal and exact justice to all, and a remedy for every wrong.

## CHANGE OF TIME FOR MAKING REPORTS.

Section sixth of the School Law passed the last night of the last session of the Legislature contained, when published, some unaccountable blunders and incongruities which the authors of the law never designed. It was intended to specify the time for the District Clerks to make their annual reports not between the first and fifteenth days of July, in each year, and bear ing date the first of July, but between the first and tenth days of September, bearing date the first of September—thus making the school year close, as formerly, the 31st of August. This arrangement of dates best corresponds with the time now designated by law for the Town Superintendent to make his report, which is between the fifteenth and twenty-fifth days of September; the Clerks of the Boards of Supervisors to make theirs on or before the tenth day of October, and the State Superintendent on or before the tenth day of December.

If the school year were to close the 30th of June, as the law now erroneously provides, it would prove a serious hardship upon such districts as are unable to maintain a winter school, and depend upon the summer for their three months' school. It leaves a long and unnecessary gap between the 15th of July and 25th of September in which for the Town Superintendent to make his report, when ten days would be sufficient, and was so



## STATE TEACHERS' ASSOCIATION.

The annual meeting of this body of educational laborers is subserving a very useful and important purpose both to themselves and the people. If there could be an auxiliary Association formed in every county in the State, to report to the State Association; and the full proceedings of the latter, including such essays of merit as are read before it, together with an abstract of the reports of the County Associations, be reported to the Legislature for publication, or to the State Board of Education, or State Superintendent, to be appended to the Annual Report of the latter, if deemed worthy of it,-if this could be done, much additional information of a useful and interesting character would be disseminated among the teachers themselves, and spread before the people, upon the subject of the teachers' vocation, labors and usefulness. The State of Massachusetts provides for the annual publication of the proceedings of the Teachers' Association of that State. Our State Journal of Education, with the variety of mattter it is expected to furnish, and the space accorded to the State Superintendent for notices, opinions and decisions, has not sufficient room for the publication of the proceedings, essays and reports of the State Teachers' Association; and to be published in an embodied form as a State document, would give to it a far wider range of circulation and usefulness, and at a cost comparatively trifling.

#### PUBLIC SCHOOL ASSOCIATIONS.

At the instance of D. Y. KILGORE, Esq., City Superintendent of the public schools of Madison, there has been organized in this city a Public School Association, comprising the patrons and friends of the public schools. The officers consist of a President, two Vice Presidents, a Secretary, a Reader, and an Executive Committee of five persons. A weekly meeting is held, each Saturday evening, with the following order of exercises: 1st, reading the minutes of the last meeting; 2d, reports of com-

mittees; 3d, report of the Superintendent; 4th, lecture, or discussion, or both; 5th, reading communications and selections; and 6th, miscellaneous business.

The object of the Association is to create a greater interest in the minds of parents with regard to the education of their children at the public school, and to awaken a spirit in the minds of the people which should, to some extent, appreciate the labors of the teachers, and co-operate with them in securing that intellectual training which would result in the highest good to all concerned. It was rightly judged, that by bringing the schools as much as possible under the supervision of parents, and the patrons and teachers into a more intimate relation, offering frequent opportunities of friendly interchange of opinion, advantages of a practical character would result to the

children profitable alike at school and at home.

The results have, thus far, been in the highest degree satisfactory. Several lectures have been delivered, and the discussions of educational questions have elicited an interest amounting almost to enthusiasm. Committees have been appointed each week to visit the several schools of the city, and report the Thus is increased attention paid to result to the Association. the public schools, and both teachers and pupils encouraged. Instead of becoming eloquent with indignation over some fancied or exaggerated grievance, parents are more inclined to sympathize with the teacher in his difficult, pains-taking and responsible labors, and contribute what they can to lighten his burdens and increase his joys—for the public appreciation of his labors, is to the earnest, faithful teacher his "exceeding great reward." Judging the future of this new organization by the past, we may confidently expect that it will become a fixture in our educational system, destined to confer mutual benefits and lasting blessings upon both schools and families.

I would earnestly recommend the organization of a similar Association in every city and township in the State. We need by every possible means in our power to encourage the public teacher, and elevate the standard of public education. The common school—the free school, is the hope of the State. "Like the dew of heaven," says President Lorin Andrews, of Ohio, "it distils alike its blessings upon the poor and the rich. It practically carries out those glorious principles of Liberty and Equality of which we so much boast. Every child in this broad land has a God-given right to claim from the powers that be, moral and intellectual, as well as physical development. We imprison in the deepest, darkest dungeon, the wretch who has brutally crippled his child or ward; but we inconsistently

permit thousands of our respectable citizens to cripple and starve, with impunity, the deathless energies of the minds of our children, and wantonly to deface the image of God from their souls. The free school, and the free school alone, affords to every child the privileges of intellectual and moral culture, and hence in principle, and practice too, it is right."

## EDUCATIONAL TRACTS.

Several of the States have made appropriations for the wide dissemination of ably written tracts upon educational topics of great public importance. These tracts are designed to contain a brief, yet strong, pointed, condensed argument, and generally limited to eight pages, and never exceeding sixteen pages. type-setting, therefore, costs comparatively nothing—the cost being almost exclusively confined to paper, press-work, and folding, no stitching being necessary. As many as thirty thousand copies of an eight page tract have been furnished in the Eastern States for the small sum of two hundred dollars. Tracts like that of Charles Northend's Teacher's Appeal to the Parents of his Pupils, on Graded Schools, School Libraries, Consolidation of School Districts, Improved Qualifications in Teachers, Superiority of Female over Male Teachers for Primary Schools, on School Visitation, Education in its relations to Health, Insanity, Labor, Pauperism and Crime, on Vocal Music in Schools, Normal Schools and Teachers' Institutes, and many subjects of this kind, could be tersely and pointedly presented in a small tract—a large edition published, scattered over the State through the medium of Teachers' Conventions and Institutes, and other modes of distribution, that would enter many families destitute of such information, and give a new direction to the future career of many a parent and his children, and accomplish a vast amount of good. So important did Mr. Barnard, when Commissioner of Common Schools of Rhode Island, deem this mode of reaching the mass of the people, that he caused upwards of ten thousand copies of Educational Tracts to be stitched to the Almanacs circulated in that State, which were sold during the winter of 1844-'45, and thus they found access to many a family they would otherwise never have reached.

In the Report of the Superintendent of Common Schools of the State of Maine, last year, it is thus observed: "It is the testimony of other States, that a free circulation of Educational Tracts has prepared the public mind for some of the most decisive and beneficent measures in behalf of popular education." While the Press is universally conceded to be the mighty lever which moves the world, we should make a wise use of its influence in awakening our people to the never-ceasing necessity of public education, and the best methods for its advancement. I respectfully submit, whether it would not be true policy to authorize the Superintendent of Public Instruction, under the advice of the State Board of Education, if one be formed, to cause the publication through the State Printer, of one or more Educational Tracts annually, not exceeding sixteen pages each, in such quantity as he may judge necessary.

#### SCHOOL ARCHITECTURE.

This subject has been already casually adverted to; but such is its conceded importance, that further reference to it seems necessary. "The subject," says Mr. BARNARD, in the preface to his valuable work on School Architecture, "was forced on the attention of the author, in the very outset of his labors in the field of public education. Go where he would, in city or country, he encountered the district school-house standing in disgraceful contrast with every other structure designed for public or domestic use. Its location, construction, furniture and arrangements, seemed intended to hinder, and not promote, to defeat and not perfect the work, which was to be carried on within and without its walls. The attention of parents and school officers was early and earnestly called to the close connection between a good school-house and a good school, and to the great principle that, to make an edifice good for school purposes, it should be built for children at school and their teachers; for children differing in age, sex, size and studies, and, therefore, requiring different accommodations; for children engaged sometimes in study, and sometimes in recreation; for children, whose health and success in study require that they should be every day, and frequently, in the open air, for exercise and recreation, and at all times supplied with pure air to breathe; for children, who are to occupy it in the hot days of summer, and the cold days of winter, and to occupy it for periods of time in different parts of the day, in positions which become wearisome, if the seats are not in all respects comfortable, and which may affect symmetry of form and length of life, if the construction and relative heights of the seats and desks which they occupy are not properly attended to; for children, whose manners and morals, whose habits of order, cleanliness and punctuality, whose temper, love of study and of the school, are, in no inconsiderable degree, affected by the attractive or repulsive location and appearance, the out-door arrangements, and the internal construction of the place where they spend, or should spend, a large part of the most impressible period of their lives. This place, too, it should be borne in mind, is to be occupied by a teacher, whose own health and daily happiness are affected by most of the various circumstances above alluded to, and whose best plans of order, classification, discipline and recitation may be utterly baffled, or greatly promoted, by the manner in which the school-house may be located, lighted,

warmed, ventilated and seated."

"If any one doubts," says Hon. H. H. BARNEY, in his Report as Commissioner of Common Schools of Ohio in 1855, "the intimate connection between good school-houses and good schools, let him consider how difficult it generally is to induce a good teacher to go into a district where the school-house is too small, badly constructed, improperly scated, unpleasantly located, without the requisite means of ventilation, destitute of play grounds and out-buildings; and, more important still, how difficult it is to secure regularity of attendance, and render the school attractive. If he still doubts the indispensable agency of good school-houses in creating good schools, let him, as he travels through the State, stop and contemplate the forlorn, gloomy and repulsive aspect of some of those ancient 'squatters' on the public highway; let him enter them, and note their diminitive size, rough and filthy floors, low ceilings, dilapidated dcsks, slab seats, dingy walls, and their unhappy and cheerless inmates; and after he has observed the slovenliness, disorder, coarseness, vulgarity, and the marks of obscenity on the very walls of the building, let him listen to the recitations, and observe how perfectly they correspond with the condition of Then let him pass on until he comes things already noticed. to one of those tasteful, attractive, elegant school-houses, with which the State is beginning to be honored and blessed; and after viewing its fine proportions, pleasant site, and ample playground, let him enter it and examine its superior facilities for the successful prosecution of study, its excellent arrangements for promoting the convenience, health and comfort of the teacher and pupils, for forming in them habits of neatness, order, taste and purity, and for exciting them to make high attainments, and aim at honorable distinction. Let him extend his observations still further, and he will find not only the building located and constructed with special reference to the laws of health, mind and morals, replete with everything that can delight the eye and gratify the taste, and admirably adapted to cultivate courteous manners, to inspire refinement of feeling, and to promote habits of study and thought, but he will actually find neatness and order among the pupils, skillful teaching, prompt and accurate recitations, refined manners, and good morals.

"The explanation of this striking contrast in the character and condition of the two schools is easy. The cheerless and forbidding appearance of the school-house first described, its utter destitution of every convenience and comfort, had, from time immemorial, repelled from it all good teachers, while the other had been equally effective in attracting them. Show us a school-house where you will, which by the combined action of time and ruthless hands has become a monument of dilapidation and ruin, presenting, in its dingy and repulsive aspect, the perfect image of desolation and cheerless poverty, and we will show you a school in perfect keeping with the tenement which it occupies.

"How gratifying, then, to be able to assure the friends of popular education throughout the State, that a large majority of our common school houses are reported 'good,' and that in many of our cities, towns and villages, a large number of school-houses may now be seen, to which the following beautiful description of a model school-house in another State, will substantially apply: 'Its generous size, its graceful proportions, and the good taste displayed in the finish, produce the most agreeable impression. Taken together with its pleasant grounds, it constitutes a view which charms the beholder, and renders it the fairest ornament of the village which it blesses. Within, every thing is in keeping with the perfection which reigns without.

"The prescription of health, the demands of taste, and the requirements of convenience, are equally regarded in all its provisions and arrangements. For each scholar there is a separate desk and chair, mounted on iron supports, and combining, in a high degree, elegance, comfort and durability. The scholars are seated facing the north, and on that side of the room which is occupied by the teacher, the wall is covered with black-boards and maps. There, too, we find, ready at hand, all needed apparatus and a library, in a safe and convenient repository. light is not admitted in front, to the great injury of the eyes, as is too often the case, but is received from the east and west, thus falling, as it should, upon the sides of the pupils, and affording the greatest supply when most needed, namely, in the morning and afternoon. The warming apparatus is so constructed as to diffuse an equable temperature throughout the room, without subjecting any part to extremes of heat and cold; while the apparatus for ventilation effectually removes the air as fast as it becomes unfit for breathing, and supplies its place with the pure, unadulturated atmosphere of heaven. Mats, scrapers, clothesclosets, and a suitable place for fuel, are all supplied.

"And there it stands, the beautiful structure, with its shrubbery, its flower-pots, and all other needed appurtenances

and ornaments. There it stands, the surest guaranty of the future happiness and prosperity of the community among whom it is located.

"It is itself a teacher. It teaches neatness and order, it promotes good manners and morals. It instills into the tender mind of childhood a love of the beautiful in nature and art, and proclaims to every passer-by the dignity and importance of education. It is not a cold abstraction; it is a living epistle to be read of all.

"But this fit home for the school to dwell in, did not spring up out of the ground, like Jonah's gourd, in a night. It cost treasure, and it cost labor, but it amply compensates for both. Such a school-house is far more economical than those of the poorest class. By a few simple operations in addition and subtraction, it may be shown that no district can afford to support a poor school-house. If any one doubts it, let him sum up the cost of keeping up such a concern. Let him reckon the sums of money annually sunk in paying teachers to work without suitable tools and means, not forgetting the fact that the district will be compelled to employ the poorest teachers, for the best will not put up with such accommodations without extra compensation.

"Add to this the loss of half or three-fourths of the school-time of the children. Calculate the value of that knowledge and intellectual culture which the pupils are deprived of forever. Compute the loss sustained in injured lungs, and spines, and eyes; in colds and fevers, and consumptions, and all the train of evils generated or aggravated by the defects of the bad school-house; and to this, add its unhappy effect upon the taste and the moral sentiments, those faculties which are so intimately connected with whatsoever is lovely, and whatsoever is of good re-

port.

"" Bring together these items in one grand sum total, and then say whether any community can afford to support a poor school-house."

It has been elsewhere shown, that the total value of school-house property in Wisconsin, is over one million, one hundred thousand dollars, and the increase in value of this year over the last, is over two hundred and sixty-three thousand dollars. During the past year, the amount paid for teachers' wages alone exceeds three hundred and thirty-four thousand dollars; and the aggregate of the increase in school-house property, and the amount paid for teachers wages, reaches, during the past year, nearly six hundred thousand dollars. Is it not, then, of vast importance, that we everywhere have suitable school-houses, the very best adapted to the purpose we can possibly secure, in order that this immense annual expenditure may realize the largest re-

turns in the intellectual advancement of our children? We want good, comfortable, convenient, school-houses—not miserable excuses, or mere hovels, worse than we provide for our cattle or horses; we need pleasant locations for them, and attractive surroundings—we need to have them warm in winter, and yet at all times properly ventilated. How true is it,

"We must have air and exercise, To live, and thrive, and grow."

Standard works on School Architecture are what is so much needed to guide and instruct our people in the size, style, and adaptation of their school houses. Several States have wisely provided works upon this subject, for their several townships; and to illustrate the effect, it may be stated, that, in 1852, the Legislature of Ohio anthorized the purchase and distribution of a copy of Barnard's School Architecture to every township Board of Education, and local directors, in the State. This distribution was followed by the construction of many new houses, and the thorough repair of old structures, on tried and approved plans of arrangement and furniture—over half a million of dollars were expended for these objects in the single year of 1854.

If provision is made for Township Libraries, I would by all means have placed in each a copy of the three standard works on School Architecture—the pioneer work of its kind, Barnard's School Architecture, Burrowe's Pennsylvania School Architecture, and Johonnot's Country School Houses. ' If such a library system should find no favor with this Legislature, I would still earnestly suggest an appropriation from the School Fund Income sufficient to furnish each township in the State with \$ copy of each of these works, to be deposited with the Town Superintendent, to loan out for the use of districts erecting or repairing school houses. A State like ours, erecting annually nearly five hundred school edifices, and expending for that purpose over a quarter of a million of dollars, ought to have safe, judicious and economical guides in a matter of such momentous importance, both in a pecuniary and intellectual point of view. These works on School Architecture are the guides we need, and all three, finely illustrated, could be obtained at wholesale rates, for about four and a half dollars.

# WISCONSIN JOURNAL OF EDUCATION.

This periodical, under its present able and efficient management, has better succeeded in its aims and purposes during the past year, than at any former period. Expressions of general satisfaction and approval have come up from all parts of the State, since the opinions and decisions of the Department have been regularly published in its columns. It has been made the

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medium of circulars from the Department to Town and District school officers, and has thus served a very beneficial purpose. Such a medium of communication between the Department of Public Instruction and the twelve thousand Town and District school officers in the State, is of the utmost value and conveni-As no other State Department has such a constant and increasing correspondence to carry on, every such aid as the Journal of Education affords, is, and must continue to be, regarded as a valuable source of relief, as well, at the same time, as a real service to the public. The State thus far has paid but fifty cents per copy—but half the ordinary subscription price -for the necessary number to supply one to each Town Superintendent and District Clerk in the State,—a sum which has, most of the time, been less than the actual cost. I think it but an act of justice, that the State should pay a fair and just equivalent for this really useful Journal; and as some of the school officers to whom it is sent, complain that they have the postage to pay, and some few even refuse to take it out of the post-office on that account, I would suggest, that the State Superintendent be authorized to allow its publisher fifteen cents in addition per copy, on the express condition that he pre-pays the postage on the entire number sent out in behalf of the State.

#### SCHOOL REGISTERS.

The States of Massachusetts, Pennsylvania, and many other States, furnish the School Registers for the use of the public schools. It tends to give more system and uniformity, than where left, as at present, for the District Clerks to provide them at the expense of the district. It is extremely probable, that very many District Clerks fail to comply with this very important provision of law. When printed forms are furnished, they must cost the people many times over, in the aggreate, what they would if the State had a large quantity printed from the same form at one time; and so long as the people have the expense to pay in either case, it would not only prove true economy to have the State furnish the School Registers, through the Department of Public Instruction, but would produce more systematic uniformity, and hence greatly increase their usefulness.

#### TRAVELING FUND.

In compliance with the requirement of law, I would report, that with a view to making thorough inquiries in regard to the School Library systems of other States, and other matters pertaining to public education, I spent part of the past summer and sustains in visiting the States of Illinois, Indiana, Ohio, Ken-

tucy, Michigan, Pennsylvania, New Jersy, New York, Massachusetts, Rhode Island, Connecticut, and the Province of Upper Canada. After full consultations with the Superintendents of Public Instruction of most of these States, and many of the most distinguished educators of the Union, I feel far better prepared than I otherwise should, to speak understandingly of the wants and defects of our own system; and in pointing them out, as I have faithfully endeavored to do, I have generally aimed to fortify my positions and suggestions with such authorities and experiences of other States as were calculated, in my estimation, to carry weight with them. I feel confident, therefore, that my educational tour abroad of two months has resulted, and is likely to result, in far more practical benefit to the public school interests of the State, than if many years had been spent in traveling and lecturing in the State.

Owing to the time necessarily devoted to the preparation and publication of the new edition of the School Laws, and my own absence from the State, less opportunity has been had for traveling and lecturing in the State, than would otherwise have been desirable. My able, faithful, and efficient Assistant State Superintendent, S. H. CARPENTER, Esq., has found time during the year, amid the pressing cares and heavy correspondence of the Department, to attend Teachers' Institutes in the counties of Dane, Dodge, Columbia, Washington, Adams, Iowa, and Richland, as well also to visit other portions of the State, and lecture upon educational subjects. The total amount expended

in traveling expenses during the year, has been \$412,70.

# WEBSTER'S UNABRIDGED DICTIONARY.

In April last, I made a special report to the Legislature, by requirement of law, relative to the distribution of Webster's Unabridged Dictionary. In order to a full understanding of the matter, I will repeat some of the statistics then furnished, making such additions as the facts in the case call for. I have received the following copies of the work since I came into the office, viz:

January 4, 1858, from former State Superintendent,	264
March 18, 1858, from Bliss, Eberhard & Co., in store,	282
March 24, 1858, from Clerk of Board Supervisors, Dane Co	1
March 26, 1858, from Register of Deeds, Dane Co.,	2
June 6, 1858, from Town Superintendent, Ixonia, Jefferson Co.,	2
June 25,1858, from Register of Deeds, Washington Co.,	. 5
July 3, 1858, from Town Superintendent, Somers, Kenosha Co.,	f
•	

Of this number, 550 have been distributed, according to law, upon affidavits furnished, and receipts taken therefor. These

were all distributed to the several towns and districts in the order of their application; and the seven copies on hand, have been assigned to towns entitled to them, but have not been sent for, nor directions given as to the mode of forwarding them to their destination.

There are now on file in this Department applications for 332 Dictionaries, and these do not include all the unsupplied towns and districts. It is now nearly four years since the State commenced the policy of supplying each school district with a copy of Webster's Unabridged Dictionary; and those districts which have, from various causes, been so long delayed, ought not surely to be put off any longer. As the larger portion of the State has been supplied at the expense of the School Fund Income, it is but just and proper that the remainder should be

promptly supplied from the same source.

The State has, altogether, purchased and paid for, 3,350 copies at four dollars each. I should think it safe to presume that 100 copies, before the commencement of my term of office, never reached the districts, and remain unaccounted for; some, I have reason to think, were stolen before their delivery from the railroad ware-house; others are known to have been, in some instances, squandered or misappropriated by County Registers and Town Superintendents; and yet others unsatisfactorily accounted for by the careless and loose manner in which they formerly were distributed by this Department. I should say, then, after a careful examination of the report of the investigating committee of September, 1857, and such records as I find of their distribution in this Department, including a few copies distributed by order of the investigating committee in August and September, 1857, and including also the seven copies yet on hand, that 8,250 are all that have reached, or will be likely to reach, the districts of the State.

By the recent reports, the number of separate districts in the State is shown to be 3,181, and 1,566 parts of districts, which form joint districts; and estimating two and a half parts as equal to a district, we shall have 626 to add to the 3,181 whole districts, making a grand total of 3,807 districts in the State. Allowing that 3,250 of these have been supplied with Dictionaries, then we should, in round numbers, require 550 more copies to supply the deficient districts. To this should be added something for new districts; and something, too, for the several departments of public schools, each of which is entitled to a copy.

I should think, therefore, that 600 additional copies will be required to meet the existing demand; and as the increase of districts has been 245 the past year, we may calculate on at

least an equal increase the coming year, and no provision would be made for their supply—and so long as the district system is maintained, and the dividing and ensmalling process continues, another year will be very sure to bring forth the usual crop of weak and puny districts, each of which will be entitled to a Dictionary. It will be for the Legislature to determine what provision, if any, shall be made for this class of districts; and I would respectfully suggest, that a law be passed authorizing the purchase of such number as the Legislature may direct, on terms at least as favorable to the State as those formerly purchased.

#### THE SCHOOL CODE.

The edition of 5,000 copies of the School Laws, directed by the last Legislature to be prepared and published, has been complied with, and the whole edition is already exhausted. Applications are constantly being made for more. I anticipated that the edition published would be entirely inadequate to supply the demand from school officers. According to my understanding of the law, I have already sufficient authority to direct the printing of a new edition whenever the interests of education demand it. I shall think it best to await the adjournment of the Legislature, so as to incorporate whatever revisions or amendments may be made during the session.

#### SCHOOL DEPARTMENT LIBRARY.

The Library of this Department, after deducting historical, miscellaneous and school books, is exceedingly meagre. In such a Library, there should be found, for the use of the State Superintendent, and such educators as might wish to consult them, all the distinctive standard works on education in the English language. I regard this as a matter of vital interest. We need to know, and to avail ourselves of whatever is found to be of practical progress, pertaining to popular education, whether made in this country or in Europe. As it is, there are, I am sorry to say, not a dozen distinctive works on education in the Library, aside from a few volumes of bound reports and periodicals.

There is a law on our Statute book authorizing the purchase of books for the Library, to the amount of fifty dollars per year, but it has no appropriating clause; and there have been no additions made to the Library for the past five years. I respectfully ask the Legislature to appropriate \$300 for this purpose, including the year 1859—which, I believe, is none too

much for this important object.

## THE OFFICE OF STATE SUPERINTENDENT.

The duties of this officer involve an amount of care, anxiety and responsibility of no ordinary character. The management and superintendence of nearly four thousand school districts, with more or less official intercourse and correspondence with over twelve thousand Town and District School Officers and Clerks of Boards of Supervisors—supplying them with School Laws, Blanks and Dictionaries,—returning their reports for correction of errors, so that their districts may not lose their share in the State School Fund apportionment-deciding appeal cases, with an earnest wish and aim to render equal and exact justice to all-hundreds and thousands of letters, upon almost every conceivable subject relating to common school jurisprudence, to answer—some requiring specific points of law to be determined, and many simply calling for judicious advice to settle and harmonize discordant elements—to keep informed, and properly study the school systems of our own and other States—circulars to prepare and send out to the towns and districts—statistics to collect and arrange—the annual and special reports to make, together with a large amount of miscellaneous labors and duties to discharge,—if all these matters, when faithfully performed, do not demand of the State Superintendent, and his Assistant, the most constant care and unceasing labor, then I confess I have yet to learn in what care and labor consist.

In an address delivered by Prof. Daniel Read, now of our State University, before the Legislature of Indiana, in Dec., 1851, he thus speaks of the importance of this office: "The question of who shall be the first State Superintendent of Public Instruction of Indiana, concerns the character of the State, and its true and permanent prosperity, more, far, than who shall be the first Governor under the new Constitution, or who shall be the Supreme Judges, or who shall be our next United States Senator. If a man is to be selected chiefly because he belongs to this sect or to that sect, and I may say, to this or that political party, I shall regret any humble part which I may have had, in giving the effice a permanent Constitutional existence.

"We want a man for this office glowing with enthusiasm on the great subject of popular education: one capable of awakening in the breasts of others the same feelings which are fervid in his own; a man wise in counsel and efficient in action, of an industry which shall never tire, of amenity of manners and address, and a practical good sense which shall win the confidence of the people; a man who holds the pen of a ready writer, whose circulars and addresses to school officers and teachers, and whose educational tracts for the people, shall, as was said of those of Guizot, late Minister of Public Instruction in France, carry with them to every part of the State, the power of a constant personal presence and influence; a man who shall know all that elsewhere has been done, or is doing, on the subject of education, but who shall possess that sound discriminating judgment which will point out what is best adapted to Indiana. Such a man we want for our Superintendent, and one, too, of a character too lofty for mere party or sectarian influences.

"Where—where shall we find such a man? We may find twenty men who would make good Governors, or Supreme Judges, or Senators, where we could not find one suited to this office. Much, very much will, in my opinion, depend upon the first Superintendent—much of all our success in the great undertaking of universal education; besides he should be an exam-

ple and a model to all who shall succeed him.

"I here declare that, did I deem myself in any adequate degree possessing the qualifications for this office, and were I ambitious of a name; did I wish to secure a standing and reputation in Indiana and out of it; a reputation which should cross the Atlantic, a reputation which should go down to posterity; above all, did I wish to be a public benefactor, and to have the blessings of the people of Indiana, old and young, male and female, resting upon my head, give me the office of Superintendent of Public Instruction, rather, far rather, than offices which will be much more coveted.

"Here allow me to say, to this officer let us give a compensation which will show in what estimation, as a people, we hold the office, and what we expect of the man holding it. Surely, he who holds this great trust, and superintends an interest dearer to us than all other earthly interests, and performs labors the most arduous that can task the powers of man, ought to be paid not less than we pay for superintending a canal.

"In the choice of this officer, then, we are called as a people, to the exercise of one of the first, and most important duties, in regard to a system of general education. It is a duty, too, which will have a bearing upon all else that is done in this great

concern."

Hon. Caleb Mills, of Indiana, now a Professor in Wabash College, thus frankly spoke of the office of Superintendent of Public Instruction, in his last Annual Report, in January, 1857, on retiring from that office: "He must be permitted to say with all plainness, that there is nothing more disastrous to personal comfort and official success, than for that functionary to go forth to his work under the auspices of party triumph. If a strong

and bitter partisan himself, he will awaken prejudice by his very presence, provoke opposition by the mere recollection of the recent conflict, and soon discover his plans for progress more or less thwarted by influences originating in partisan intolerance. Even if his political antecedents have not created animosities, yet his party affinities will be sufficient, in the estimation of not a few, to entitle him to a cool reception, and to a heartless cooperation. While there may be noble exceptions to the above remark, yet the general tendency is all in that direction. Such are the proclivities of human nature, that we can scarcely ex-

pect any other result.

"Politics should have nothing to do with the selection of the candidate for Superintendent of Public Instruction. It should not intrude into the sacred precincts of education, nor lay its unsanctified hands on her ark. As well and wisely might it arrogate the power and province of dictating who should be the religious teacher of a community, as to claim the right of applying political shibboleths to educational servants. would be the consummation of folly to make the school-master's political faith the basis of his employment, how much more unwise and absurd to act on that principle, in the selection of the individual, who shall have the supervision of both the work and the workman? Why subject that officer to such adverse influences, why compel him to encounter and struggle with such relentless foes, why embarrass the work and unnecessarily impede the progress of an enterprise, which, by no inquisitorial torture, can be made to assume a partisan character, or accomplish a partisan mission?"

Speaking of the constitutional brevity of the official term of service of the Superintendent of Public Instruction in Indiana, Prof. Mills adds: "It is a serious loss to the educational interests of the State, to be subject to such changes, as practically deprive the commonwealth of all the benefits of the experience of the Superintendent's two years' labor. Though the aforesaid term may be as long as the ceaseless toil and the unremitting pressure of responsibility will make the office an object of desire to any one, who faithfully discharges its arduous duties, yet the State loses not a little by the withdrawal from her service of the practical experience, facility of labor, and minute acquaintance with the details of the system, necessarily involved in the changes incident to the aforesaid consti-

tutional infelicity."

Citing these views because I fully endorse them, I should be glad to see them put in practice in Wisconsin. Our Constitution makes the office of State Superintendent elective by the people, and provides that his salary "shall not exceed the sum

of twelve hundred dollars annually." When he shall be elected, and how long he shall serve, are wisely left for the Legislature to determine. The framers of our Constitution, in order to remove the choice of our Supreme, Circuit, and County Judges, as far as possible, from party influences, provided that their election should not take place in connection with that of other State officers; and our people have fully endorsed the wisdom of this provision. The office of State Superintendentshould be equally kept aloof from party politics and party influ-Were not the constitutional inhibition in the way, I would wish to see that officer chosen by a State Board of Education for a period of three years. As it is, I would respectfully suggest, that his term of effice be extended to three years, and his election take place at the time of the spring Town meetings. In New York, the Legislature elects by joint ballot the Superintendent for a term of three years; in Pennsylvania, the Governor appoints the Superintendent for a term of three years; in Ohio, the people elect the School Commissioner for a term of three years; in Massachusetts the State Board of Education annually elect their Secretary, whose office is the same as State Superintendent elsewhere, but he is practically continned during good behavior, without reference to party changes or influences; and in Upper Canada, the presentable and distinguished Chief Superintendent of Public Instruction, Hon. EGERTON RYERSON, has, for the past fourteen years, been continued in office during all the changes in the administration of the Province.

As I have always contended for the principle of paying public officers adequate salaries, and then holding them strictly accountable for the honest and faithful performance of their duties, I have no hesitation in suggesting, for the benefit of those who may succeed me in the office, that the State Superintendent's . salary be increased to the constitutional limit, \$1,200 per annum, and that the \$600 allowed him per year for traveling expenses, be granted him unconditionally, for that purpose—the same as the appropriation is made to the Governor for visiting and inspecting the public institutions of our own and other States. California pays her Superintendent of Public Instruction a yearly salary of \$3,500; New York, \$2,500; Louisiana, \$2,000; Massachusetts, \$1,900; Pennsylvania, \$1,750; Ohio, Illinois, and Missouri, each \$1,500; Indians, \$1,800; Iowa, \$1,200; and even Rhode Island, scarcely larger in territory than the single county of Dane, pays her State School Commissioner \$1,200. Yet here in Wisconsin, with labors and responsibilities not less arduous or important than those of any other civil or judicial officer in the State, we pay our State Su-230

perintendent—who, in addition to his other multifarious duties, serves, in all school matters, as a Court of Appeals—a salary of only a thousand dollars a year, while we pay the Governor's Private Secretary, Assistant Secretary of State, and 'Assistant State: Treasurer, \$1,200 per year; and our Supreme Court and Circuit Juges, \$2,500; the State Controller and Bank Controller, each \$2,000; and other State officers, in addition to their regular salaries, receive liberal perquisites. I think any candid man, who has any just knowledge of the duties of the several State officers, civil and judicial, will feel constrained to acknowledge that, excepting the Governor—whose salary is so meagre as to be a standing disgrace to the State—the State Superintendent receives the least salary of them all. Whether our diversified educational interests-" so unpretending," said SILAS WRIGHT, "yet so all pervading—so little seen, yet so universally felt—so little feared or courted, yet so powerful "whether these vast interests are of less importance, and hence require a less amount of talent and application, than those pertaining to State finance, banking interests, auditing accounts, and adjudging criminals, I leave for others to determine.

The office of Assistant State Superintendent has in New York a salary of \$1,500 attached to it; and in Pennsylvania, \$1,400. Here, in Wisconsin, we pay other Assistant State officers \$1,200 per year; and it is no disparagement to those faithful and worthy officers to say, whose salary is none too much for their responsible positions, that a dozen suitable men could be found to fill their places, while you would find one suitable to worthily fill the office of Assistant State Superintendent. Yet he is only allowed \$800 per year. It should be \$1,200, and I respectfully suggest, that it be increased to that amount.

For clerk hire, the State Superintendent is allowed but \$600 per year. This is too small, by at least \$200, for the amount of faithful labor the clerk is required to perform. New York and Pennsylvania pay the clerks in their School Department \$1,000 each, and there are two in each State. I hope a reasonable increase in the salary of clerk will be cheerfully granted; for his present allowance is absolutely insufficient for the decent support of himself and family.

I have thus endeavored to lay before the Legislature of Wisconsin a full, true, and faithful picture of our common school educational interests in all their diversified relations and bearings. In all the suggestions for the modification and improvement of our system, I have earnestly and steadily kept this one leading idea in view: "The machinery of a school system," as justly asserted by Hon. Cales Mills, one of the most devoted and experienced educators in this country, "should be

simple in character, and effective in its operation. Let there be no unnecessary multiplication of offices, but a concentration of duties and responsibilities, which will do more to render it successful than almost anything else. Let these be clearly defined, and the manner of performing so plain and simple, that there can be no reasonable doubt of what is expected of all."

Thus have I recommended the concentration of School Libraries into a single collection for each town, thus increasing their power for good six-fold, and lessening the number of Librarians from nearly four thousand, if each district had one, to about six hundred and fifty. Thus have I urged the adoption of the system of County Superintendents, and a County Examining Board, and the total abrogation of the district system, to be supplanted by the simpler, cheaper, and more efficient Township system—thus while creating about 1,250 new school officers in the whole State, at the same time doing away with 11,400 others, showing a clear diminution of over ten thousand officers; and providing for a more economical, more equal, and better grade of public education-better teachers, better schoolhouses, and better supervision; and above all, cutting up by the roots the suicidal policy of dividing and ensmalling districts, and leaving all to attend freely, "without money and without price," whatever school should be most convenient to them, without regard to arbitrary district, township, or county lines. Thus, also, have I urged the concentration of the management of the State University, the Normal Schools, and, to some extent, the Common Schools, also, in a Single State Board of Ednestion, so as to adjust and harmonise the entire system of public education as a whole—and not parcel out these mighty interests to different Boards, who might, and doubtless frequently would, entertain and put in practice diversified, and perhaps even clashing, methods of accomplishing the objects committed to their charge.

I have suggested and urged these reforms because I have thought they were demanded by the progressive spirit of the age, and by the earnest longings of the people. "Wherever," says Banckoff, "a permanent reform appears to have been instantaneously effected, it will be found that the happy result was but the sudden plucking of fruit which had slowly ripened. Successful revolutions proceed like all other formative processes from inward germs. The institutions of a people are always the reflection of its heart and its intelligence; and in proportion as these are purified and enlightened, must its public life mani-

"The statesman, whose heart has been purified by the love of his kind, and whose purpose, solemnised by faith in the immuta-

fest the dominion of universal reason.

bility of justice, seeks to apply every principle which former ages or his own may have mastered, and to make every advancement that the culture of his time will sustain. In a word, he will never omit an opportunity to lift his country out of the inferior sphere of its actual condition, into the higher and better

sphere that is nearer to ideal perfection.

"The course of civilization flows on like a mighty river through a boundless valley, calling to the streams from every side to swell its current, which is always growing wider and deeper, and clearer, as it rolls along. Let us trust ourselves upon its bosom without fear; nay, rather with confidence and joy. Since the progress of the race appears to be the great purpose of Providence, it becomes us all to venerate the future. We must be ready to sacrifice ourselves for our succession.

sors, as they in their turn must live for their posterity."

That noble patriot, John Adams, when in his eightieth year, observed in a letter to JEFFERSON: "Education! oh, education! the greatest grief of my heart, and the greatest affliction of my life! To my mortification, I must confess, that I have never closely thought, or deliberately reflected upon, the subject, which never recurs to me now without producing a deep sigh, a heavy groan, and sometimes tears." How such a confession, by such a man, should quicken the sensibilities, and nerve the efforts and patriotism of every legislator, every public officer, and every person connected in any manner with the making or executing our school laws, to redouble their energies in the noblest work in which they can possibly be engaged. Let us all prayerfully adopt the consecrated sentiment, and imitate its spirit and example, of the great Prussian School Counsellor, DINTER, who commenced his forty years of prodigious labors, self-denials and charities, with this solemn engagement: promised God that I would look upon every Prussian peasant child as a being who could complain of me before God, if I did not provide for him the best education, as a man and a Christian, it was possible for me to provide."

> LYMAN C. DRAPER, Sup't. of Public Instruction.

Madison, Dec. 10th, 1858.

## EDUCATIONAL HINTS AND SUGGESTIONS.

Obligations of Parents to Society.—A parent who sends his son into the world uneducated, does a great injury to mankind as well as to his own family, for he defrauds the community of a useful citizen, and bequeaths to it a nuisance.—Chancellor Kent.

A FORCIBLE TRUTH FORCIBLY PUT.—The mobs, the riots, the burnings, the lynchings perpetrated by the men of the present day, are perpetrated because of their vicious or defective education when children. We see and feel the havor and the ravage of their tiger passions now, when they are full grown, but it was years ago when they were whelped and suckled.—Kent.

STRIKING THOUGHT.—If poor children are not trained up in the way they should go, they will certainly be trained up in the way they should not go, and, in all probability, will persevere in it, and become miserable themselves and mischievous to society, which, in event, is worse, upon account of both, than if they had been exposed to perish in their infancy.— Bishop Butler.

ELEVATE THE MASSES.—The plan of this nation was not, and is not, to see how many individuals we can raise up, who shall be distinguished, but to see how high, by Free Schools and Free Institutions, we can raise the great mass of population.

—Rev. John Todd.

EDUCATION OF A THREEFOLD CHARACTER.—Education is the proper training of the whole man—the thorough and simmetrical cultivation of all his noble faculties. If he were endowed with a mere physical nature, he would need—he would receive—none but a physical training. On the other hand, if he were

a purely intellectual being, intellectual culture would comprehend all that could be included in a perfect education. And were it possible for a moral being to exist without either body or intellect, there would be nothing but the heart or affections to educate. But man is a complex and not a simple being. He is neither all body, nor all mind, nor all heart. In popular language, he has three natures, a corporeal, a rational, and a moral. These three, mysteriously united, are essential to constitute a perfect man; and as they all begin to expand in very early childhood, the province of education is to watch and assist, and shape the development; to train and strengthen, and discipline neither of them alone, but each according to its intrinsic and relative importance.—President Humphrey.

Value of Physiological Knowledge.—Every person should be acquainted with the organization, structure and functions of his own body—the house in which he lives: He should know the conditions of health, and the causes of the numerous diseases that flesh is heir to, in order to avoid them, prolong his life, and multiply his means of usefulness. If these things are not otherwise learned, they should be taught—the elements of them, at least—in our primary schools.—Dr. Combe.

MERE CULTIVATION OF INTELLECT NOT SUFFICIENT. -- Most men leave out, or regard as of very little importance, some of the essential elements of a good education. They seem to forget that the child has a conscience and a heart to be educated, as well as an intellect. If they do not lay too much stress on mental culture, which, indeed, is hardly possible, they lay by far too little upon that which is moral and religious. They expect to elevate the child to his proper station in society—to make him wise and happy—an honest man—a virtuous citizen and a good patriot, by furnishing him with a comfortable schoolhouse, suitable class books, competent teachers, and, if he is poor, paying his quarter bills, while they greatly underrate, if they do not entirely overlook, that high moral training, without which knowledge is the power of doing evil rather than good. It may possibly nurture up a race of intellectual giants, but like the sons of Anak, they will be far readier to trample down the Lord's heritage than to protect and cultivate it.—President Humphrey.

CHILDREN MUST BE TRAINED SOMEWHERE.—Let it be borne in mind, that all the children in every community, will be edu-

cated somewhere and somehow; and that it devolves upon citi's zens and parents to determine whether the children of the present generation shall receive their training in the school-house or in the streets; and if in the former, whether in good or poor schools.—Prof. Mayhew, Superintendent of Public Instruction, Michigan.

THE WORK OF EDUCATION.—I fear we do not fully realize what is meant when we speak of the improvement of the mind. I fear it is not yet enough considered by legislators or parents, that there dwells in every rational being, an intellect endowed with a portion of the faculties which form the glory and happiness of our nature, and which, developed and exerted, are the source of all that makes man to differ essentially from the clod of the valley. Neglected and uncultivated, deprived of its appropriate nourishment, denied the discipline which is necessary to its healthy growth, this divine principle all but expires, and the man whom it was sent to enlighten sinks down, before his natural death, to his kindred dust. Trained and instructed, strengthened by wise discipline, and guided by pure principle, it ripens into an intelligence but a little lower than the angels. This is the worth of education. The early years of life are the period when it must commonly be obtained; and, if this opportunity is lost, it is too often a loss which nothing can repair.—Edward Everett.

CULTIVATE THE MORAL NATURE.—Keeping all the while in view the object of popular education, the fitting of the people, by moral as well as intellectual discipline, for self-government, no one can doubt that any system of instruction which overlooks the training and improving of the moral faculties, must be wretchedly and fatally defective. So far from crime and mere intellectual cultivation being dissociated in history and statistics, we find them, unhappily, old acquaintances and tried friends. To neglect the moral powers in education is to educate not quite half the man. To cultivate the intellect only is to unhinge the mind and destroy the balance of the mental powers; it is to light up a recess, only the better to see how dark it is. And if this is all that is done in popular education, then nothing, literally nothing, is done toward establishing popular virtue, and forming a moral people.—Hon. Daniel D. Barnard.

EDUCATION DISSIPATES THE EVILS OF IGNORANCE.—Ignorance is one principal cause of the want of virtue, and of the immoralities which abound in the world. Were we to take a



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survey of the moral state of the world, as delineated in the history of nations, or as depicted by modern voyagers and travellers, we should find, in almost every instance, that ignorance of the character of the true God, and false conceptions of the nature of the worship and service he requires, have led, not only to the most obscene practices and immoral abominations, but to the perpetration of the most horrid cruelties.—Dr. Dick.

Education lass a power of ministering to our personal and material wants beyond all other agencies, whether excellence of climate, spontaneity of production, mineral resources, or mines of silver and gold. Every wise parent—every wise community, desiring the prosperity of its children, even in the most worldly sense, will spare no pains in giving them a generous education.

Horace Mann.

Money Value of Intelligence.—In proportion as man's intelligence increases, is his labor more valuable. A small compensation is the reward of mere physical power, while skill, combined with a moderate amount of strength, commands high wages. The labor of an ignorant man is scarcely more valuable than the same amount of brute force; but the services of an intelligent, skillful person are a hundred fold more productive.

—Prof. Mayhow.

THE SUPERIORITY OF THE EDUCATED.—The hand is found to be another hand, when guided by an intelligent mind. Individuals, who, without the aid of knowledge, would have been condemned to perpetual inferiority of condition, and subjected to all the evils of want and poverty, rise to competence and independence by the uplifting power of education. In great establishments, and among large bodies of laboring men, where all services are rated according to their pequniary value-where there are no extrinsic circumstances to bind a man down to a fixed position, after he has shown a capacity to rise above it where, indeed, men pass by each other, ascending or descending in their grades of labor, just as easily and certainly as particles of water of different degrees of temperature glide by each other under such circumstances it is found, as an almost invariable fact, other things being equal, that those who have been blessed with a good common school education, rise to a higher and a higher point in the kinds of labor performed, and also in the

rate of wages received, while the ignorant sink like dregs, and are always found at the bottom.—Prof. Mayhew.

It is the Interest of Property to Educate All.—Property is deeply interested in the education of all. There is no farm, no bank, no mill, no shop—unless it be a grog-shop—which is not more valuable and more profitable to its owner, if located among a well educated, than if surrounded by an ignorant population. Simply as a matter of interest, we hold it to be the duty of Property to itself, to provide Education for All.—Horace Greeley.

EDUCATION THE PARENT OF MATERIAL RICHES.—A mass of facts, collected by Horace Mann from the most authentic sources, seem to prove incontestably that education is not only a moral renovator, and a multiplier of intellectual power, but that it is also the most prolific parent of material riches. It has a right, therefore, not only to be included in the grand inventory of a nation's resources, but to be placed at the very head of that inventory. It is not only the most honest and honorable, but the surest means of amassing property. Considering education, then, as a producer of wealth, it follows that the more educated a people are, the more they will abound in all those conveniences, comforts and satisfactions, which money will buy; and, other things being equal, the increase of competency and the decline of pauperism will be measurable on this scale.—Prof. Mayhew.

THE GERM OF CRIME.—He is no more physically blind, or bereft of his natural senses, who cannot see a culprit in the hands of a sheriff, or a criminal court with its officers, or a prison with its armed guards, than he is morally blind who does not see criminal manhood in neglected childhood.—Horace Mann.

EDUCATION, DIMINISHES PAUPERISM AND CRIME.—Education is to be regarded as one of the most important means of eradicating the germs of pauperism from the rising generation, and of securing, in the minds and in the morals of the people, the best protection for the institutions of society.—English Report to Home Department.

How Education Diminishes Crime.—Great as is her poor tax, New York contributes annually an immensely greater sum
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for the support of her criminal police; for the erection of court houses, and jails, and penitentiaries, and houses of correction; for the arrest, trial, conviction, punishment of criminals, and for their support in prison, and at the various landing places on their way to the gallows, and to a premature and ignominious death. Now, had one half of the money which this State has expended in these two ways been judiciously bestowed in the carly education of these unfortunate persons, who can question that the poor and criminal taxes of that State would have been reduced to less than one tenth of what they now are, to say nothing of the fountains of tears that would thus be dried up, and of the untold happiness that would be enjoyed by persons who, in every generation, lead cheerless lives and die ignoble deaths?

Lest some persons may labor under an erroneous impression in relation to this subject, I will give the statistics of education and crime in New York, as derived from official reports, for the last few years. Of eleven hundred and twenty-two personsthe whole number reported by the sheriffs of the different counties of the State as under conviction and punishment for crime during the year 1847—twenty-two only had a common education, ten only had a tolerably good education, and only six were well educated. Of the thirteen hundred and forty-five criminals so returned in the several counties of the State for the year 1848, twenty-three only had a common school education, thirteen only had a tolerably good education, and only ten were considered well educated! The returns for other years give like results. Had the whole eleven or thirteen hundred of these convicts been well educated instead only of six or ten—and the moral and religious education of even these was defective—how many of them would society be called upon to support in prisons and penitentiaries? In all probability, as we shall hereafter, I hope, be able to show, NOT ONE. And what is true of the city and county of Philadelphia and of the State of New York, will apply to other cities, counties and States of this Union.—Prof. Mayhew.

STRIKING RESULTS.—The different countries in the world, if arranged according to the State of education in them, will be found to be arranged also according to WEALTH, MORALS AND GENERAL HAPPINESS; at the same time, the condition of the People, and the extent of crime and violence among them, tollow a like order.—National Education, by Fred. Hill.

THE EDUCATION REQUISITE FOR THE PEOPLE.—The education required for the people is that which will give them the

full command of every faculty, both of mind and of body; which will call into play their powers of observation and reflection; which will make thinking and reasonable beings of the mere creatures of impulse, prejudice and passion; that which in a moral sense will give them objects of pursuits and habits of conduct favorable to their own happiness, and to that of the community of which they will form a part; which, by multiplying the means of rational and intellectuaal enjoyment, will diminish the temptations of vice and sensuality; which, in the social relations of life, and as connected with objects of legislation, will teach them the identity of the individual with the general interest; that which, in the physical sciences, -especially those of chemistry and mechanics,—will make them masters of the secrets of nature, and give them powers which even now tend to elevate the moderns to a higher rank than that of the demi-gods of antiquity. All this, and more, should be embraced in that scheme of education which would be worthy of statesmen or of a great nation to receive; and the time is near at hand, when the attainment of an object, thus comprehensive in its character, and leading to results, the practical benefits of which it is impossible for even the imagination to exaggerate, will not be considered a Utopian scheme. Westminster Review.

POLITICAL NECESSITY OF NATIONAL EDUCATION.—In proportion as public opinion gives force to the structure of government, it is essential that public opinion should be enlightened.—Washington.

I do not hesitate to affirm, not only that a knowledge of the true principles of government is important and useful to Americans, but that it is absolutely indispensable to carry on the government of their choice, and to transmit it to their posterity.

—Judge Story.

The stability of this government requires that universal education should precede universal suffrage.—Prof. Mayhew.

EDUCATION AN INSURANCE OF PROPERTY.—The people do not yet seem to see, that the intelligence and the morality which education can impart, is that beneficent kind of insurance which, by preventing losses, obviates the necessity of indemnifying for them; thus saving the premium and risk.

What is engulfed in the vortex of crime, in each generation, would build a palace of more than oriental splendor in every school district in the land; would endow it with a library be-

yond the ability of a life-time to read; would supply it with aparatus and laboratories for the illustration of every study and exemplification of every art, and munificently requite the services of teachers worthy to preside in such a sanctuary of intelligence and virtue.—Horace Mann.

INFLUENCE OF AN IGNORANT MAN.—To send an uneducated child into the world is injurious to the rest of mankind; it is little better than to turn a mad dog or a wild beast into the streets.—Paley.

DUTY OF THE STATE TO EDUCATE.—In Prussia it is said that every child is "due to the school." Here it may be laid down as one of our social principles, that, as the best services of all her children are due to the State, so it is the duty of the State to bring out, to their fullest extent, all the talents and powers for good, of all her children.—Hon. Thomas H. Burrowes, formerly Supt. of Pub. Instruction of Penn.

CULTIVATE THE MINOR MORALS.—Cleanliness of person, decency of conduct and propriety of manners, are as essential to the comfort and happiness of the social state, as a cultivated intellect and a well ordered store of practical knowledge are to individual success. When regarded in their relation to society, those decencies, which have been aptly denominated "the minor morals," rise at once to importance, and demand the utmost care at the hands of those to whom the training of the youth of a country is intrusted.—Burrowes.

THE BLESSING OF FREE SCHOOLS.—When the rich man is called from the possession of his treasures, he divides them, as he will, among his children and heirs. But an equal Providence deals not so with the living treasures of the mind. There are children just growing up in the bosom of obscurity, in town and in country, who have inherited nothing but poverty and health, who will, in a few years, be striving in generous contention with the great intellects of the land. Our system of free schools has epened a straight way from the threshold of every abode, however humble, in the village or in the city, to the high places of usefulness, influence and hopor. And it is left for each, by the cultivation of every talent; by watching with an eagle's eye, for every chance of improvement; by bounding forward, like a greyhound, at the most distant glimpse of honorable opportunity; by redeeming time, defying temptation, and scorning

sensual pleasure, to make himself useful, honored, and happy.

—Edward Everett.

A Momentous Responsibility.—Under the soundest and most vigorous system of education which we can now command, what proportion, or per-centage, of all the children who are born can be made useful and exemplary men, honest dealers, conscientious jurors, true witnesses, incorruptible voters or magistrates, good parents, good neighbors, good members of society? In other words, with our present knowledge of the art and science of education, and with such new fruit of experience as time may be expected to bear, what proportion, or percentage, of all the children must be pronounced irreclaimable and irredeemable, notwithstanding the most vigorous educational efforts which, in the present state of society, can be put forth in their behalf?

What proportion, or per-centage, must become drunkards, profane swearers, detractors, vagabonds, rioters, cheats, thieves, aggressors upon the rights of property, of person, of reputation, or of life?

In a single phrase, what proportion must be guilty of such omissions of right, and commissions of wrong, that it would have been better for the community had they never been born? This is a problem which the course of events has evolved, and which society and the government must meet.—Horace Mann.

BETTER THAN SOIL, OR CLIMATE, OR GOVERNMENT.—That vast variety of ways, in which an intelligent people surpass a stupid one, and an exemplary people an immoral one, has infinitely more to do with the well-being of a nation, than soil, or climate, or even than government itself, except so far as government may prove to be the patron of intelligence and virtue.—Horace Mann.

GOD-LIKE POWERS OF INTELLECT.—LE VERRIER, the discoverer of the planet Neptune, wrote a letter to GALLE, of Berlin, in which he said: "This star no one has seen, but it exists. I have measured its distance. I have estimated its size. I have calculated its diameter. It is there. Look for it, and you will find it." He looked—it was discovered from the observatory of Berlin, on the 23rd of September, 1846, just where the student, in his closet, had told the practical Astronomer to look!

A FEARFUL RESPONSIBILITY.—If, with such educational means and resources as we can now command, eighty, ninety, ninety-five, or ninety-nine per cent. of all children can be made temperate, industrious, frugal, conscientious in all their dealings, prompt to pity and instruct ignorance, instead of ridiculing it, and taking advantage of it, public-spirited, philanthropic, and observers of all things sacred; if, I say, any given portion of our children, by human efforts, and by such a divine blessing as the common course of God's providence authorizes us to expect, can be made to possess those qualities, and to act from them; then, just so far as our posterity shall fall below this practical exemption from vices and crimes, and just so far as they shall fail to possess these attainable virtues, just so far will those who frame and execute our laws, shape public opinion, and lead public action, be criminally responsible for the difference.—Horace Mann.

Love of Children.—He is not worthy to have the care of children, either as officer or teacher, whose heart does not yearn toward them with parental fondness and solicitude.—

Horace Mann.

CHILDREN'S TIME FOR EDUCATION.—It would be more rational to talk about not affording seed corn, than to talk about not affording our children as much of their time as is necessary for their education. What! shall a man plant his field, and allow his child's intellect to run to weeds? It would be as wise to eat up all the wheat, and sow the husks and the chaff for next year's crop, as, on a principle of thrift, to sow ignorance and its attendant helplessless and prejudices in your children's minds, and expect to reap an honorable and a happy manhood. It would be better husbandry to go, in the summer, and clatter with a hoe in the bare gravel, where nothing was ever sown, but the feathered seed of the Canada thistle, which the west wind drops from its sweeping wings, and come back, in autumn, and expect to find a field of yellow grain nodding to the sickle, than to allow your son to grow up without useful knowledge, and expect that he will sustain himself with respectability in life, or, if consideration must be had of self-interest-prop and comfort your decline. Not spare our children's time! Spare it, I might ask you, from what? Is anything more important? Spare it for what? Can it be better employed than in that cultivation of the mind which will vastly increase the value of every subsequent hour of life? And to confine them in 'the morning of their days, to a round of labor for the meat that perisheth, is it not, when our children ask for bread, to give

them a stone? When they ask for a fish, to give them a serpent, which will sting our bosoms as well as theirs?—Edward Everett.

EDUCATION THE GREAT QUESTION.—I may safely appeal to every person who hears me, and who is in the habit of reflecting at all on the character of the age in which we live, whether, next to what directly concerns the eternal welfare of man, there is any subject which he deems of more vital importance than the great problem, how the whole people can be best educated. If the answer of the patriot and statesman to this appeal were doubtful, I might still more safely inquire of every considerate parent who hears me, whether the education of his children, their education for time and eternity—for, as far as human means are concerned, these objects are intimately connected—is not among the things which are first, last, and most anxiously upon his mind.— $Edward\ Everett$ .

Compulsory Education.—I hold that the State has a right to compel parents to take advantage of the means of educating their children. If it can punish them for crime, it should have the power of preventing them from committing it, by giving them the habits and the education that are the surest safeguards.—Hon. Josiah Quincy.

The Redeeming Power of Common Schools.—If all our schools were under the charge of teachers possessing what I regard as the right intellectual and moral qualifications, and if all the children of the community were brought under the influence of these schools for ten months in the year, I think that the work of training up the whole community to intelligence and virtue would be accomplished as completely as any human end can be obtained by human means.—Rev. Jacob Abbott.

NECESSITY OF MORAL EDUCATION.—The exaltation of talent, as it is called, above religion and virtue, is the curse of the age. Education is now chiefly a stimulus to learning, and thus men acquire power, without the principles which alone make it good. Talent is worshipped; but if divorced from rectitude, it will prove more of a demon than a god,—Channing.

Dery of Parents.—That parent who refuses to send his children to the school established and opened in his neighborhood, does to those children a cruel injustice, and commits a

flagrant wrong upon the community and the State.—Governor Briggs.

A STRIKING PICTURE.—Were we to visit all the Primary Schools of the commonwealth, we should be sure to find nearly all the ministers, lawyers, physicians, judges, legislators, professors and other teachers, merchants, manufacturers, and, in short, all the most intelligent, active and useful men of the next generation in these schools. We cannot now point them out by name. We cannot tell who of them will be governors and judges, and merchant princes, but they are all there.

They are receiving the rudiments of their education under such teachers as we provide for them, and in the period of life when the most lasting impressions are made. I will venture to say, more is done, during the first ten or twelve years, in the humble district school-house, to give tone and shape to the popular mind, than in all the years that follow.—President Hum-

phrey.

An Answer to those who Murmur at the School Tax. -For the support of our State Government many of us pay, in the course of years, large sums of taxation, for which we personally receive little benefit. I know not how much I may have paid during the last thirty years, for the judiciary administration of the laws; yet I have never availed myself of the Courts as a means of obtaining personal justice. And there are many citizens who never had a case in Court, and perhaps never will have. Yet we all cheerfully submit to taxation for the support of the Judiciary Department, because the public good is supposed to require it. We voluntarily act on this unselfish and philanthropic principle in all our religious and charitable associations. We build churches, employ and pay religious teachers, and support religious institutions, not for our own personal. benefit. We usually fancy we can be devotional and religious in our own quiet way. But the good of society requires expensive organizations for religious purposes, and we are all willing to bear our part.

These principles of sacrifice of selfishness—of submission to taxation of some kind for the public good,—must lie at the foundation of every form of civilized society on earth. If we proscribe the principle, we must go back to a state of natural society—to barbarism—to savage independence. Our people are a liberal, a generous, a magnanimous people, and when the general interests of public education in the State require some sacrifice from the more successful individuals in favor of the

poorer families, who will hesitate to act the part which honor and magnanimity require?—Hon. W. C. Larrabee, State Superintendent of Indiana.

ARGUMENT FOR THE PAYMENT OF SCHOOL TAXES.—Some persons who are willing to pay taxes in proportion to their property, for general State purposes, object to any species of taxation for educational purposes. This objection is founded on a radically wrong notion of the relation of the children, and the education thereof, to the State. The State, within Constitutional limits, has sovereign power over the property within its jurisdiction. The children within the State are, in a certain sense, the children of the State. The State taxes her property for the education of her children, not for the personal interest of the children, nor for the interest of their parents, but for her own interests as a State. This is the American idea, and whoever cannot become reconciled to this idea, had better emigrate to some other country.—Hon. W. C. Larrabee.

A Home Thrust.—You say you have no children to educate, and why should you be taxed to educate the children of your neighbors? So, perhaps, you have no occasion to travel over a particular country road, and why should you be taxed to build it? You have no case in court, why then should you be taxed to build the court house, or pay the salary of the Judge? You have no criminals of your own family to try, and to put in jail, why then should you be taxed to pay the expenses of trying criminals raised by your neighbors, and to build jails to hold them?

You answer, the good of society requires court-houses and courts. So does the good of society require school-houses and schools. You say that the good of society requires that criminals should be tried and punished. So does the good of society require children to be educated. The criminal, you say, is not tried and punished for his own benefit, or the benefit of his family, so much as for the protection of society. So, the child is not educated so much for his own benefit, or the benefit of his family, as for the protection and good of society.—Hon. W. C. Larrabee.

For those who Object to the School Tax.—A gentleman was complaining to me of his School Tax. He said "he had educated his own children at his own expense, and yet he was annually paying tax to educate others." I told him he was indirectly compensated four-fold for all his expenditure. He ridiculed the idea. Said I, there are two farms of one hundred

acres each; intrinsically of the same value. One is located in an intelligent and virtuous community, the other in Heathendom, or where ignorance and vice prevail. How much more would you give, per acre, for the former than the latter? "Ten dollars," said he. The interest on one thousand dollars is sixty dollars per annum—your school tax is six dollars. Your compensation is ten-fold. The argument was conclusive.—J. V. Gibson's Report.

Young Children should not be Confined.—It would be infinitely better and wiser to employ suitable persons to superintend the exercises and amusements of children, under seven years of age, in the fields, orchards and meadows, and point out to them the richer beauties of nature, than to have them immured in crowded school-rooms, in a state of inaction, poring over torn books and primers, conning words of whose meaning they are ignorant, and breathing foul air.—Dr. Caldwell.

FREQUENCY OF RECESS.—A law of the muscular system requires that relaxation and contraction should alternate, or, in other words, that rest should follow exercise. In accordance with this law, it is easier to walk than to stand; and in standing, it is easier to change from one foot to the other than to stand still. This explains why small children after sitting awhile in school become restless. Proper regard for this organic law requires that the smaller children be allowed a recess as often, at least, as once an hour; and that all be allowed and encouraged frequently to change their position.—Prof. Mayhew.

EFFECTS OF BAD VENTILATION IN SCHOOLS.—Both irritability of the nervous system and dullness of the intellect are unquestionably the direct and necessary result of a want of pure air. The vital energies of the pupils are thus prostrated, and they become not only restless and indisposed to study, but absolutely incapable of studying. Their minds hence wander, and they unavoidably seck relief in mischievous and disorderly conduct. This doubly provokes the already exasperated teacher, who can hardly look with complaisance upon good behaviour, and who, from a like cause, is in the same irritable condition, of both body and mind, with themselves. He, too, must needs give vent to his irrascible feelings somehow. And what is more natural, under such circumstances, than to resort to the use of the ferule, the rod and the strap?—Prof. Mayhew.

VALUE OF VOCAL MUSIC IN SCHOOLS.—I here introduce a fact which has been suggested to me by my profession, and that is, that the exercise of the organs of the breast, by singing, contributes very much to defend them from those diseases to which the climate and other causes expose them. The Germans are seldom afflicted with consumption, nor have I ever known but one instance of spitting blood among them. This, I believe, is in part occasioned by the strength which their lungs acquire by exercising them frequently in vocal music, for this constitutes an essential branch of their education.—Dr. Rush.

EVILS OF BADLY CONSTRUCTED SCHOOL FURNITURE.—There is a radical defect in the seats of our school-rooms. Malformation of the bones, narrow chests, coughs, ending in consumption, and death in middle life, besides a multitude of minor ills, have their origin in the school-room. To the badly constructed seats and writing desks, are we to look, in some measure, for the cause of so many distortions of the bones, spinal diseases and chronic affections, now so prevalent throughout the country.—Dr. J. V. C. Smith.

ACT UPON IT.—High and narrow seats are not only extremely uncomfortable for the young scholar, tending constantly to make him restless and noisy, disturbing his temper and preventing his attention to his books, but they have a direct tendency to produce deformity of his limbs. Seats without backs have an equally unfavorable influence upon the spinal column. If no rest is afforded the backs of the children while seated, they almost necessarily assume a bent and crooked position. Such a position, often assumed and long continued, tends to that deformity which has become entremely common among children of modern times, and leads to diseases of the spine in innumerable instances, especially with delicate female children.—Dr. Woodward.

On Imparting Collateral Knowledge.—We cannot remind teachers too often of the signal benefits they may confer upon their pupils, by communicating collateral knowledge to them;—that is, such knowledge as is directly connected with the subject of their lessons, though rarely, if ever, found in a text-book, This practice should be commenced with a child the first day he enters the school room, and should never be discontinued until the day when, for the last time, he leaves it.

The whole business of the school room, from morning till night, should, in this way, be made attractive and profitable.

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Children do love information which is adapted to their capacities, and they will desire to go where it can be found, as naturally as been to flowers. An absurd objection is sometimes urged against such a course; namely, that it will only amuse children, turn what should be toil into pastime, and create a disrelish for close, pains-taking, solitary application. This objection is theoretic, merely. It is never made by those who have tried the experiment. It is urged only by such as are too ignorant or too indolent to make the necessary preparation. Not only reason, but experience, proves that it is the best possible means of kindling a desire for knowledge in the bosoms of the young; and when this desire is once kindled, the teacher has only to direct the car instead of dragging it.—Horace Mann.

The Teacher's Mission.—Do not undervalue the importance of your mission. Although the career of a primary teacher is without eviat—although his cares are confined to, and his days spent in, the narrow circle of a country parish—his labors interest society at large, and his profession participates in the importance and dignity of a great public duty. It is not for the sake of a parish only, nor for the mere local interests, that the law wills that every native of France shall acquire the knowledge necessary to accial and civilized life, without which human intelligence sinks into stupidity, and often into brutality. It is for the sake of the State also, and for the interests of the public at large. It is because liberty can never be certain and complete, unless among a people sufficiently enlightened to listen on every emergency to the voice of reason.

Universal education is henceforth one of the guarantees of liberty, and social stability. As every principle in our Government is founded on justice and reason, to diffuse education among the people, to develope their understandings, and enlighten their minds, is to strengthen our constitutional government, and secure its stability. Be penetrated, then, with the importance of your mission. Let its utility be ever present to your mind in the discharge of the difficult duties which it imposes on you.—M. Guizot, long Minister of Public Instruc-

tion in France.

VALUE OF EDUCATION.—Education makes the man; that alone is the parent of every virtue; it is the most sacred, the most useful, and, at the same time, the most neglected thing in every country.—Montesquieu.

No Freedom without Intelligence.—If a nation expects to be ignorant and free in a state of civilization, it expects what never was, and never will be. The functionaries of every government have propensities to command at will the liberty and property of their constituents. There is no safe deposit for these but with the people themselves; nor can they be safe with them, without information. Where the press is free, and every man is able to read and write, all is safe.

The object of the establishment of common schools, is to bring into action that mass of talent which lies buried in poverty in every country, for want of the means of development, and thus give activity to a mass of mind which, in proportion to the population, shall be double or treble of what it is in most coun-

tries.—Jefferson.

FREE EDUCATION THE SAFETY OF OUR COUNTRY.—I have no conception of any manner in which the popular republican institutions under which we live could possibly be preserved, if early education were not freely furnished to all by public law, in such forms that all shall gladly avail themselves of it.— Webster.

NECESSITY OF PUBLIC EDUCATION.—If I am elected Governor of Virginia, I will give all, and do all, for the agriculture of the State, that we may make a spear of grass to grow where none grew before. There is something more important than this—one that embraces every thing, covers all, bounds all, promotes all, saves all. It is that which reaches the inner man of the commonwealth. It is that which is all in all to the people of a republican country. I mean public education. If there be any stingy old man in this assemblage, who values his dollars and cents better than women and children, let me tell him, if he does not wish to be taxed to sustain public education, to use every exertion to defeat me; for I tell him I want a full and thorough system of instruction to all and for all classes.

You tell me of the equality of the people—that every man is created equal—when the poor man has to compete with the rich, and, instead of providing food for the mind, cold necessity demands he should obtain food for the mouth. The only true Democracy is that which will reach down to the lowly and lowest in the distribution of its benefits of learning. Does the owner of property complain to me, that the property he has acquired should not be taken for education? Why, what better guard can he have for his property than the virtue which springs from intelligence? He says he has nothing to do with

the poor man's child, and he should be let alone. Does he not know that his property may, all of it, some day, come before a jury of his countrymen, in which shall be this very child? And then is it not worth all the value of his property to have this child educated, and be able to decide properly and understandingly as a juror? Does he know that this jury may be called upon to say whether his will was his will, or whether he died sane or a fool? Does he know that ignorance abases mankind, and leaves them base and dependent? Would he not have the whole mass of the people intelligent choosers of what was best for the State? Are you not an elective people, and have not all to decide for the best interests of the State? How can you do this, unless you provide food for the intellect?—Hon. Henry A. Wise, speech at Petersburgh, Va., Jan. 10, 1855.

INFUENCE OF EDUCATION.—I think with you, that nothing is of more importance for the public weal, than to form and train up youth in wisdom and virtue. Wise and good men are, in my opinion, the strength of a State; much more so than riches or arms, which, under the management of ignorance and wickedness, often draw on destruction, instead of providing for the safety of the people. And though the culture bestowed on many should be successful only with a few, yet the influence of those few, and the service in their power, may be very great. Even a single woman, that was wise, by her wisdom saved the city. I think also, that general virtue is more probably to be expected and obtained from the education of youth, than from the exhortation of adult persons; bad habits and vices of the mind being, like diseases of the body, more easily prevented than cured.—Dr. Eranklin.

TRANSMISSION OF KNOWLEDGE.—In thirty years, all now in active life will be gone or retired from the scene, and a new generation will have succeeded. This mighty process does not take place at once, either throughout the world or in any part of it; but it is constantly going on,—silently, effectually, inevitably; and all the knowledge, art, and refinement, now in existence, must be either acquired by those who are coming on the stage, or perish with those who are going off, and be lost forever. There is no way by which knowledge can be handed down, but by being learned over again; and of all the science, art, and skill in the world, so much only will survive, when those who possess it are gone, as shall be acquired by the succeeding generation.

The rising generation is now called upon to take up this mighty

weight; to carry it along a little way; and then hand it over, in

turn, to their successors.

The minds which, in their maturity, are to be the depositories of all this knowledge, are coming into existence, every day and every hour, in every rank and station of life; all equally endowed with faculties; all, at the commencement, equally destitute of ideas; all starting with the ignorance and helplessness of nature; all invited to run the noble race of improvement. In the cradle there is as little distinction of persons as in the grave.—Edward Everett.

THE DUTY OF GOVERNMENT TO PROVIDE EDUCATION.—It is the undoubted right, and the bounden duty of Government, to provide for the instruction of all youth. That which is elsewhere left to chance or to charity, we secure by law. For the purpose of public instruction, we hold every man subject to taxation in proportion to his property, and we look not to the question, whether he himself have, or have not, children to be benefitted by the education for which he pays. We regard it as a wise and liberal system of police, by which property, and life, and the peace of society are secured. We seek to prevent in some measure the extension of the penal code, by inspiring a salutary and conservative principle of virtue, and of knowledge, in an early age. We strive to excite a feeling of respectability, and a sense of character, by enlarging the capacity and increasing the sphere of intellectual enjoyment. By general instruction, we seek, as far as possible, to purify the whole moral atmosphere; to keep good sentiments uppermost, and to turn the strong current of feeling and opinion, as well as the censures of the law and the denunciations of religion, against immorality and crime. We hope for a security beyond the law, and above the law, in the prevalence of an enlightened and well principled moral sentiment.—Daniel Webster.

EDUCATION OUR NATIONAL SAFETY.—Education, to accomplish the ends of good government, should be universally diffused. Open the doors of the school-house to all the children in the land. Let no man have the excuse of poverty for not educating his own offspring. Place the means of education within his reach, and if they remain in ignorance, be it his own reproach. If one object of the expenditure of your revenue be protection against crime, you could not devise a better or cheaper means of obtaining it. Other nations spend their money in providing means for its detection and punishment, but it is the principle of our government to provide for its never occurring. The one acts by coercion, the other by prevention. On the dif-

fusion of education among the people rest the preservation and perpetuation of our free institutions. I apprehend no danger to our country from a foreign foe. The prospect of a war with any powerful nation is too remote to be a matter of calculation. Besides, there is no nation on earth powerful enough to accomplish our overthrow. Our destruction, should it come at all, will be from another quarter. From the inattention of the people to the concerns of their government, from their carelessness and negligence, I must confess that I do apprehend some danger. I fear that they may place too implicit confidence in their public servants, and fail properly to scrutinize their conduct; that in this way they may be the dupes of designing men, and become the instruments of their own undoing. Make them intelligent, and they will be vigilant; give them the means of detecting the wrong, and they will apply the remedy.—Webster.

What Comprises Education.—I have already expressed the opinion, which all allow to be correct, that our security for the duration of the free institutions which bless our country, depends upon the habits of virtue and the prevalence of knowledge and of education. The attainment of knowledge does not comprise all which is contained in the larger term of education. The feelings are to be disciplined; the passions are to be restrained; true and worthy motives are to be inspired; a profound religious feeling is to be instilled, and pure morality inculcated, under all circumstances. All this is comprised in education.—Webster.

SELF-EDUCATED MEN AND BOOKS .- To the poor, ignerant man, I say, let no man tell you that "a little learning is a dangerous thing." The least of it is not half so dangerous as that ignorance which cannot read and write. If Patrick Henry once said—"Natural parts are better than all the learning in the world"—don't believe it, though he said it. What would he not have been, had he possessed only half the learning of the world? Of what would the power of his "natural parts" have stopped short in human greatness, in human eloquence, if he had been possessed of the purchase of the lever of learning? The self-made man may beast—I love to admire him rising by the lone power of his genius; but I despise his self-sufficiency, when he boasts against "the books." Not once in an age does it happen that one self-made man stamps the age with his genius. But at last, how can any man be said to be self-made? Those who claim to be self-made, are so made by the books, if not by the schoolmaster. Tell me the knowledge that any one of you

all has, which was not derived, directly or motely, from the books? None,—there is none in law, none in medicine, none in agriculture, none in mechanic arts, not traceable to the books. And, my friends, if you would only yourselves go to the books, they would inform you much better than you are now instructed, by tradition, or second-hand informers. Look for yourselves, learn for yourselves—to the books! to the books! and be selfmade yourselves, if you will. But the schoolmaster must · teach you how to read and write. Remember that the books are sealed to those who cannot read and write. I will not descant upon the pauperism and the crime which "a little learn. ing" would diminish. No; there is a much more interesting class than that of inmates of poor-houses and of jails to be discussed. I mean, one of the best classes of men on God's earth -a class with whom "the gods" are said to take part in their struggles through life—that class of good men, who, notwithstanding they were never taught, are so endowed by nature with noble instincts as to perform their whole duty worthy of themselves, worthy of the State, and worthy of their eternal destiny. Men whom ignorance does not debase; whom it does not enervate or make to despair; men who work in the world against all odds of ignorance, and win a crown of earthly honor and eternal glory. I know who they are—I know every one of them in my old district by name. I would have a word with them. They are the good, hard-working, honest class of men, who, notwithstanding they cannot read and write, can "make their marke" in the world. May God bless them!

I know an aged man-small in stature—his head is silvered over with the white frost of years—with a lively joyous face, and a twinkling blue eye that needs no glass for its keen vision-an honest heart, and a hand as hard as are-halve and plongh-handle: would have it—who does "not know a letter in the book," and: who yet is rich in the stores of practical wisdom and of real wealth. Some one near Guilford, in Accomack, can guess who I mean. I would have a word with that good old friend of mine. I speak to his noble example—I speak to him because I love him, and he belongs to a class by whom I wish to be heard. I speak to him for his class. Listen to me, good old man: I see you smile and swear you are not old. Well, that is exactly like you, but I am serious. You are great in my eye. You cannot read and write—you will have to get some one to read what I write to you and all like you—but you have, without learning, achieved a conquest in life. You began a neglected, pennyless, friendless boy—you have worked, honestly worked, at hard labor, until your hand is as hard as your heart is soft "Scorn cannot point her slow-moving finger" at and tender.

you. There is no blot on your name. You have dug the earth for your bread, and lived literally by the sweat of your brow. You have lived honestly; you have paid yeur debts with the cash down; you owe no man any thing but good will; your industry has been untiring; a thousand and a thousand sturdy .blows have you struck with a freeman's "right good will" for the "glorious privilege of being independent." Every way by which you have won "geer" is justified by honor. You have oppressed no man, you have been just to every man, and have never robbed the poor, or the widow, or the orphan. You are a happy old man-there is jollity in your very eye, and temperate habits have made you healthfully buoyant and cheefful. God has given you children and grandchildren, and your sons The kind, and daughters are like a thick forest around you. hospitable partner of your bosom and of your journey through life, still abides with you on earth; and you have laid up plenty! plenty! and have peace with it for your good old age. This is a mastery, this is a self-made man. Now, tell me, good and great old man, what would you not have been, had you held in your grasp the lever of knowledge? Ah! you know what it is to have a hand-spike at a log-rolling or a house-raising. You know what a "purchase" of power is. Knowledge, learning, is all that, and more. How many blind licks it would have saved you? How many thousands and tens of thousands more than you have now in your old "blue chest," you would have had, could you have seen by "learning's light" the dark ways of nature? Do you know that learning made your axe-helve, your plough-handle -that it applies in the most proper way that very hand-spikeyour ox-chain—that it prepares the very best manure—that it can best you all hollow in applying it to the soil-that it knows more than you do all about the soil of every field you plough, and can tell you of every plant which grows on it, and the food it craves. Did you know that learning saves labor—sells your grain, fixes the price, and carries it away for you. Ah! you shake your head, and say, -- "Well, I would not give my poor weak experience for all your book-learning!" Do you say that? Well, if that be so, if you know something which the books don't teach, I am the more urgent still-you must write it down for the rest of the world—for your own posterity—write it, record it, you are bound to do so for the sake of some poor fellow who is to come after you in your way of life, and who hasn't your experience. But you can't write. Pity! pity! You know semething, then, which you can't communicate to more than the few who hear the sound of your voice. Learning would enable you to do that much at least. Suppose you go and get some one else to write it down for you, your experience in cultior horses ence. Write it. I say, and have it printed, and it, and what then does it become but book-learning!
-learning to be dispensed by somebody else, perhaps, in the nt or coming generation; and what is poor despised "booking," at last, but somebody's discovery, somebody's expessof nature's laws or nature's truths? Don't despise it, my i, but go to that old, long-used, well-worn leathern bag, or sking-leg" purse in that same old blue chest, and take from the, just twelve of those hard dollars for which you have sed so honestly and so hard, for each and every child and leally you have, put it in his satchel and send him to school.

Henry A. Wise, Address to his Constituents.

## SCHOOL LIBRARY CORRESPONDENCE:

## :(Circulan). .

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION,
MADISON, Wisconsin, Oct. 28th, 1858.

DEAR SIR:—I design to urge upon the attention of the Legislature of this State, at its approaching session, the adoption of a State system of supplying each Town in Wisconsin with a School Library, the books to be selected with great care by competent persons, and to be annually replenished by permanent

State provision for that purpose.

I may state as the result of ten years' experience of our present district library system, that only about one-third of the districts have any libraries at all, and those generally so small as scarcely to deserve the name,—averaging less than 19 volumes each,—and hence utterly fail to fulfill the great mission of School Libraries. That what few books are thus collected, are procured at high prices of book peddlers, and but too generally relate to Banditti and Robbers, the Pirate's Own Book, and other trashy and injurious works, which could only incite in the minds of children a desire themselves to become desperadoes.

If we continue the District Library plan in our State as it now is, and continue to leave the districts to procure a Library or not, as they may elect, so long will the Library system of Wisconsin, it seems to me, prove a failure; but if we can have the Town Library plan adopted, as it is in Indiana, Ohio, and Michigan, have the State provide the Libraries for each town according to some just plan of distribution, carefully selecting books suitable to meet the tastes and wants of all classes of community, replenished annually so as to keep each collection fresh and attractive, we should then have in each Library several times the number and variety of books that any district plan could ever possess. The same amount of money now expended on the district plan would, by a judicious State system, purchase from one-third to one-half more volumes, beside securing a vastly better selection, and having the advantage of a uniform and far more permanent style of binding. According to the present district plan we have small and almost worthless Libraries; by the Township system, we should have large, attractive and invaluable collections; and instead of only about one-third of the State, as is now the case, having a few illchosen volumes, every town in Wisconsin would, by the new system, have its solid Library of the choicest works to gladden the young minds of our two hundred and sixty-four thousand children, and furnish mental food for our other three-quarters

of a million of people.

If the citizens of the town should deem proper, they could . sub-divide their Town Library into two or three sections, and have them placed in as many convenient localities for six months or a year, and then interchange these sections with the other localities; and so in due time, the several sections or subdivisions of the Library would be placed within the convenient reach of every part of the town, thus subserving nearly every facility of the District Library, with the most decided superadded advantages.

I would esteem it a great personal kindness, and a real service to the whole people of Wisconsin, if you would furnish me, at your earliest convenience, your views of this plan, even if but

briefly expressed.

Very respectfully,

LYMAN C. DRAPER, State Sup't. of Public Instruction.

## From Hon. HENRY BARNARD.

Mr. Barnard kindly promised a letter on the Town School Library plan, but an unusual pressure of labors has prevented its preparation. In conversation with him on this subject, he expressed his decided preference for Township over District Libraries, and that the State should purchase and distribute the books. And in his address before the State Agricultural Society, at Madison, October 7th, 1858, he strongly recommended. the Indiana School Library system—the leading features of which, it will be remembered, are the Township characteristic, and the State selecting and supplying the books.

From Hon. Horace Mann, long the well-known and distinguished Secretary of the Massachusetts State Board of Education.

Ever since the reception of your Circular, dated October 28, I have diligently sought to find a leisure half hour to comply with your request—for, I think, few can be more important; but such a half hour I have not found, and could not make it. My health is breaking down under my labors, and I write this line now only because I hold your plan for School Libraries for Wisconsin, to be worth many times more than my life.
As to the value of Libraries, what need for me to say any

thing, when everybody knows that they bear the same relation

early age cannot always distinguish between nutritious and noxious food, between that which is healthful and that which is poisonous; so in the early hunger for knowledge, there is danger that an undirected appetite, and certainty that a depraved one will long for books, more fatal to the soul than hellebore to the body. If we cultivate as many poisonous weeds in our gardens as we do wholesome ones, would any mother suffer her little child to run at large in it, and pluck and eat what it might fancy? Why then should the State—the nursing-mother of its children—give them access to all and any books which the market may afford, when we know, that the literature of the present age abounds with the most baneful and pernicious works—with works which do worse than to destroy the moral life, for they substitute a depraved life in its stead.

If over all your fertile and beautiful State, you would no sow Canada thistles instead of wheat and corn, then beware that over the more precious moral domains of your youthful mind you do not sow bad, ruinous, destructive ideas and sentiment:

instead of good ones.

From Hon. IRA MAYHEW, author of the work on Universa Education, and Superintendent of Public Instruction of Michigan.

Your Circular of the 28th of October has been received

and I fully concur with the views therein expressed.

There has been no material change in the Library system cour State, from that stated in the pamphlet edition of the School Law of 1848.

From Dr. Barnas Sears, now President of Brown University and formerly Secretary of the State Board of Education of Massachusetts.

Your plan of having Town, instead of district Libraries, to be duly superintended and annually replenished, has man things to recommend it. School Libraries have often proved failure, for the want of regular and systematic supervision, an of the interest awakened by new books and unceasing efforts

From Hon. Geo. S. Boutwell, Secretary of the State Boar of Education of Massachusetts.

Your communication of the 28th of October last, in regard to Town Libraries, is before me. The experience of Massach setts is quite limited. A few years since, the State made pr

vision for the establishment of School Districts Libraries, but they have not been maintained generally. It is not, however, to be inferred that the attempt was a complete failure. The books were generally read by the children, and often by the parents. Gradually these libraries have disappeared. In 1858, the Legislature authorised each town to raise money for the establishment of a public library. A few towns only have acted in the matter. There is, however, reason to think that more will soon avail themselves of the opportunity. As far as known, the results have been highly favorable.

In Groton, where I reside, about \$800 have been expended, and the library contains nine hundred volumes. In the year 1857, two thousand and eight hundred tolumes were taken from the library. There are, probably, thirty cities and towns in

Massachusetts, in which public libraries are established.

From Hon. HENRY S. RANDALL, formerly Secretary of State and Superintendent of Public Instruction of New York.

My views on Common School Libraries are given in a seport on that subject, which I made in 1844, at the request of Col. Samuel Young, then Superintendent of Common Schools in this State; and you will find this paper in his official report of that year. I then thought, and still think, such Libraries are a vital portion of any system of popular education adapted to the wants of an intelligent and self governing people.

My official investigations and experience have amply satisfied me, that if the purchase of Libraries is made optional with the districts—the alternative being that the Library money may be diverted to the payment of teachers' wages, &c.,—the system will prove a failure. There is no doubt that a better method of selecting the books could be devised than having it done by the Trustees of the districts. On the whole, I should be much inclined to favor the plan proposed in your communication. If its details were well adjusted and carried out, I see no reason why it would not succeed, and result in a vast saving of the

public money, and a vast improvement of the character, fo the works placed in the hands of the readers of the Common School Libraries.

From Hon. John D. PHILBRICK, late State Superintendent of Common Schools of Connecticut, and now City Superintendent of Public Schools of Boston.

I have the honor to acknowledge the receipt of your circular respecting the system of School Libraries in Wisconsin. In reply, I have to say:

1. That I am strongly in favor of the establishment and maintenance of free School Libraries by State authority. Without the free Library, no system of public instruction can be considered complete. Some of my views respecting the importance of this element in a system of public schools, are contained in the report which I had the honor to submit to the Legislature of Connecticut in 1855.

2. That I am abstractly in favor of the Town plan of School Libraries, though in the Report referred to, I proposed the district plan, which was adopted, because in that State, at that time, the towns, as such, had no legal connection with the school system, and had no school efficers to manage the affairs of Town Libraries. I favored the district system then from the necessity of the circumstances, and a good district system was adopted. I heartily approve the plan of Town Libraries contained in your Circular, and I have no doubt but that it is the one which will

and ought to prevail wherever free achools are established.

From Hon. HENRY C. HICKOK, State Superintendent of Common Schools of Pennsylvania.

The Town School Library proposed in your Circular of Oct. 28th, I regard as every way preferable to your existing district arrangement.

From Hon. W. C. LARRABEE, State Superintendent of Public Instruction of Indiana.

I have examined carefully your plan for a State system of supplying each Town in Wisconsin with a School Library, and I highly approve of it. A system very similar has been in operation for several years in this State with very gratifying results.

From Hon. Calbe Mills, now a Professor in Wabash College, and formerly State Superintendent of Public Instruction of Indiana.

I rejoice in the prospect of your young and growing State incorporating into its educational code the Township Library feature. It has worked well with us, and, indeed, we have more satisfactory evidence of its efficiency, as an educational instrumentality, than of any other feature of our system. The reasons for the superiority of the Township over the District Library are too obvious to escape the observation of any one who will devote to the subject a moment's thought. Had the

facts on the subject of the use of the Township Libraries in this State been properly gathered up, the year succeeding my retirement from the office of Superintendent of Public Instruction, we should have had for our own use, and that of others, the elements of our unanswerable argument in favor of the Township Library feature. I have some isolated facts on this point, relative to the experience of some townships, authorizing the belief that the Libraries were read even more the year succeeding the one reported by me than during the one I partially reported. In divers instances, the number of volumes taken out in one year, was from one hundred to six hundred per cent. of the whole number in the Libraries.

You will accept these hasty lines as an expression of my

cordial sympathy with you in your present enterprise.

From Hon. N. BATEMAN, late Principal of the Jacksonville Female Academy, and now State Superintendent elect of Illinois.

I have just received your Circular announcing your purpose to urge the Town-plan of Libraries, upon the notice of the Legislature of your State, instead of the District plan heretofore

adopted.

The objections to the latter plan seem to me unanswerable. It has worse than failed, so far as I know, wherever it has been adopted. I say, worse than failed, because while it has not secured the object intended, it has, on the other hand, by the meagre number and wretched character of the books, not only exerted a demoralizing influence upon the minds of the young, but also brought the whole system of School Libraries into utter contempt.

The reasons stated in the Circular, in favor of the plan proposed, are, I think, conclusive, and the advantages claimed

could hardly fail to be secured by its adoption.

Of the right of the Legislature of a State to make such appropriations, and of the eminently beneficent and salutary effect of such legislation upon the intellectual and moral interests of the people at large, and especially of the young, there surely can be no doubt.

Good books are a blessing which we cannot afford to be deprived of—bad books are a curse. I repeat, it seems to me that the measure you suggest, is the best that can be adopted to

secure the former and banish the latter.

I wish you all success in your efforts in behalf of this important branch of your public duties.

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The duty of selecting the books is the most difficult and delicate—one that cannot be so performed as to meet the views of all. But many methods will readily suggest themselves, which are as free from objections, as the nature of the case will admit.

From Hon. Anson Smyth, State Commissioner of Common Schools of Ohio.

In reply to your communication and enquiries, I have to say that our experience in Ohio has been such as to commend Township, rather than sub-district Libraries. Wherever subdistrict Libraries have been attempted, they have failed to realize the expectations of their friends; the books in each Library have been so few as to become objects of contempt, and from want of regard and care they have very generally been scattered, and have come to nought. The Township plan has proved far more successful, and, for the future, books will be distributed only to Townships.

In regard to your other point of inquiry, I feel some delicacy. From my official position it might be supposed that I would favor the plan of having books for our Libraries selected and purchased by the State School Commissioner, rather than by local school officers. Aside from all personal motives, I am decidedly in favor of this plan. The books will be selected with more care, and a deeper sense of responsibility; and they will be purchased on much more favorable terms. Much more could be said in favor of this plan, but for obvious reasons I choose to be excused from the further consideration of the sub-

ject.

I sincerely hope that the Legislature of your young and vigorous State will soon enact an efficient Library law; and that the time is not far distant, when all our North-Western States will enjoy the advantages of carefully selected and wisely managed Township Libraries.

From Hon. J. S. Adams, Secretary of the State Board of Education of Vermont.

I am now so pressed with work, that I can only say, that I most heartily wish you "God speed" in your plan of urging the matter of Town Libraries upon the attention of your Legislature. The establishment of such Libraries in every town will tend to occupy the minds of community, give them a taste for books, a love of knowledge, and consequently an interest in the schools; and this active interest in schools is everywhere the great desideratum—for in its wake follow benefits innumerable.

From Hon. DAVID N. CAMP, late Principal of the Connecticut State Normal School, and now Superintendent of Common Schools, of Connecticut.

The Library System of Connecticut works well. The books must be approved by the School Visitors, who are generally men of intelligence and of high moral and christian character. I have drawn nearly four hundred Library orders, in a year and six months. Our plan has been in operation but a short time, and though working well, unless there were town libraries generally established, I am of opinion that, for matter of books for general reading, the town plan would be preferable.

From Hon. MATURIN L. FISHER, Superintendent of Public Instruction of Iowa.

There are as yet but few School Libraries in Iowa. The act for the Public Instruction of Iowa, passed at the last session of the Legislature, contemplates the establishment of Township not District Libraries. I recommended the Township system, for the reasons you well express in your Circular. I am happy to find that my opinion is corroborated by your judgment.

From Hon. Samuel S. Randall, long Assistant Superintendent of Public Instruction of the State of New York, and now City Superintendent of Public Schools of the City of New York.

I have perused, with great pleasure, your Circular of the 28th ult., in reference to the ostablishment of Town School Libraries throughout your State, and cordially approve the substitution of this system for that of District Libraries. In our State, the latter plan has been in existence for some twenty years. And although great good has undoubtedly been accomplished, by the diffusion of comparatively a few volumes in every district, yet it is manifest, that an infinitely greater amount of benefit would have been accomplished by the consolidation of the funds apportioned to the several districts of each town, and the purchase and gradual expansion of a Town Library, centrally located, and easily accessible to all. These views I have repeatedly and earnestly urged upon the Legislature, but as yet without success. I consider the funds comparatively frittered away upon a few cheap books acceptable acceptable to the funds comparatively frittered away upon a few cheap books acceptable acceptable acceptable to the funds comparatively frittered away upon a few cheap books acceptable acceptable acceptable to the funds comparatively frittered away upon a few cheap books acceptable acceptab

while by the adoption of the Township plan, large and valuable libraries would speedily spring up, the worth of which would be inappreciable to the rising generation, and to the citizens of the State generally. I sincerely trust the Legislature of Wisconsin will adopt your enlightened views and suggestions in this regard,—as I am sure they could do no act of greater and more lasting importance to the interest of Popular Education, than thus to bring within the reach of every individual and family, a well selected collection of English and American literature, keeping pace with the advancing civilization of the age, and the practical wants of the community.

From Hon. Amos Dean, LL. D., of Albany, N. Y., Chancellor elect of the Iowa State University, and author of the revised School Law of that State.

I have just received and read your Circular of the 28th ult., relative to Town Libraries for District Schools, and am delighted with the plan you briefly unfold. The idea of small districts providing themselves with Libraries that will be of any real value, is, in my judgment, perfectly idle. They will not, half of them, have any books at all, and those that they do have, may stand a great chance of doing more harm than good. 'the quality of food that nourishes and sustains the body is at all worth attending to, much more is that which builds up and gives force to the mind, the spiritual principle. Your plan, if well matured and carried out, will place in every town a valuable and useful collection of books; with a power of increase in proportion to the ratio of increase of the population—these may, to a large extent, be the same in every town. Their selection will, of course, be of the first importance. The plan of sub-division and distribution in different sections about the town, will enable each in turn to have the benefit of the whole Library. thus be an ever-flowing stream, fertilizing in turn every part of the town. The discussions in the different parts of the town to which this division and these changes will naturally give rise, will necessarily keep the subject of books and libraries constantly before the minds of the people, and thus lead to a greater extent and variety of reading.

If your Legislature will carry that plan out fully, I entertain no doubt but that it will ultimately result in sending such enlightening and civilizing influences into every family, as will continually be felt more and more among your people, as time continues to move onward through his generations and centuries.

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From Rev. Dr. Francis Wayland, late President of Brown University, and author of works on Moral Science, Political Economy, Intellectual Philosophy, etc.

I am happy to learn, that the importance of furnishing abundance and good reading for the whole people, is now under consideration in the State of Wisconsin. Our system of general education seems to render some provision of this kind an imperative duty. To teach our people to read, is to accomplish but half our work; or, rather, to leave our work unfinished, precisely at the point where what we have done may prove a curse instead of a blessing. We can only realize the benefits of our system of general education when we not only teach the people to read, but also provide them with such reading as shall cultivate the intellect and improve the heart. When this shall have been done for our whole country, and it will be done in all the free States, a population will rise up among us such as the world has never yet seen.

Massachusetts has already taken the lead in this matter. By an act passed a few years since, every town is anthorized to tax itself for the purchase and increase of a Library. The people are availing themselves of this act, and Libraries of a most valuable character are springing up in all the cities and towns

of that commonwealth.

From Dr. ELIPHALET NOTT, President of Union College.

Those connected with the educational provisions of the older States, sympathise in the trials and triumphs of those connected

with the educational provisions of the younger States.

The perfecting and continuance of our free institutions, depends on the intellectual and moral training of the rising general tions. As the physical system can never be developed without food, so neither can the mental. But books are the appropriate aliment of the mind; and the guardians of our children, and of the Republic, are bound to furnish, in convenient localities, Libraries containing such books as are necessary for providing the future men and women of America with the means requisite for qualifying them for the performance of the duties incumbent on American citizens. And we are happy to learn, that the guardians of Wisconsin are not behind the guardians of sister States in the discharge of this important duty.

From Hon. THEODORE FRELINGHUYSEN, formerly Chancellor of the University of New York, and now President of the Rutger's College, New Jersey.

I duly received your Circular on the subject of School Libraries for every town in Wisconsin; and desiring a word from me in regard to your proposed improvement of the Town in place. of the District Library. I take it for granted that your plan brings the Library nearer in locality to the people, and therefore I agree with your views fully and heartily. A well selected Library, excluding all books of immoral or doubtful tendency and, I would add, the whole mass of romances, excepting a very few—and the less in number, the better—cannot be of too easy. access to the people.

I rejoice to find your Western States giving such early attention to the cultivation of the mind. With the Bible, an open volume, on every shelf of the school, and in every window of the cottage, and a public taste for reading, and a growing desire for useful knowledge, we may hope, by the Divine blessing, that

our country will hold her place among the nations.

#### From Hon. WASHINGTON IRVING.

I have to acknowledge the receipt of your Circular, announcing your intention to urge upon the attention of your Legislature, the adoption of a system of supplying each town in Wisconsin with a School Library of books, selected with great care.

The design you specify is admirable, and ought to be adopted in every State throughout the Union. I hope and trust you will meet with entire success.

From Hon. A. D. BACHE, author of Education in Europe, formerly a Professor in the University of Pennsylvania, Prin. cipal of the Philadelphia High School, and President of Girard College, and now Superintendent of the United States Coast Survey.

As requested, I have looked into your strictures upon the present plan of School Libraries of Wisconsin, and into your proposed substitute for it, and consider the arrangements which you suggest in relation to Town Libraries as highly judicious, and calculated to produce all the benefits which you claim for them.

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#### From WM. H. PRESCOTT, the Historian.

I have received the Circular you have done me the honor to send me, and have read it with pleasure. The subject is not one which I have before had occasion to consider; but I feel no doubt that the plan you propose for supplying the School Libraries of Wisconsin would be superior to that at present established, both in regard to the character of the books selected, and economy in purchasing them. I wish your enlightened endeavors for the advancement of education, all success.

## From Hon. JARED SPARKS, formerly President of Harvard University.

Phave perused, with great satisfaction, your plan of procuring books for School Libraries, under the immediate direction of the State government. The superiority of this plan over every other is too obvious to admit of argument. Not only a vastly better selection of books may thus be made, under the guidance and judgment of a single agency, but by a judicious system of purchasing them together, in the requisite quantities, for the various Libraries, they may be obtained at reduced prices. In fact, there is but one side to the question, and it may safely be said, that no State in the Union could more effectually promote the intellectual, moral, and religious culture of the rising generation, than by supplying them, by some permanent arrangement, with the use of valuable and well-chosen books. As you ask my opinion, I have thus expressed it freely.

# From Hon. EDWARD EVERETT, formerly President of Harvard University.

I am very glad to perceive, by your Circular of the 28th ult., that measures are in contemplation for supplying each town in Wisconsin with a School Library. No greater service can be rendered to the rising generation. It is in vain that children are taught to read, if they have no access to good books;—worse than in vain, if they are furnished with nothing better than the wretched trash in tawdry binding, which is carried round by the peddlers. If the State would adopt the plan of advancing to each town, for a School Library, as much as the town is willing to raise by itself, the greatest amount of good will be effected by the least burden on the State Treasury. You have my best wishes for the success of the movement.

## From BAYARD TAYLOR, Esq.

My views on the subject of School Libraries are entirely in accordance with those expressed in your Circular. I cannot too strongly recommend the plan of establishing Township Libraries at the cost of the State, as has already been done on so liberal a scale by the State of Indiana. The advantages are not only those of cheapness, and permanence in the supply, but the selection of the works—on which so much of the value of all Libraries depends—would unquestionably be made with more taste and intelligence than if entrusted to so many different hands. The more our Common School system is made broad, liberal, and comprehensive in all its features, the more thoroughly and beneficently will it accomplish its mighty work.

From Benson J. Lossing, author of the Field Book of the Revolution, Pictorial History of the United States for Schools, Primary History of the United States for Schools, etc.

Feeling great interest in the subject of popular enlightenment by means of schools and public libraries, I have reflected much upon the real and ideal character of both—the real as it exists, and the ideal as I hope it may be. Surely, no subject more important than the proper education of the people can occupy the thoughts, and employ the efforts of the statesman, the patriot, and the christian. Such education lies at the basis of private and public virtue, which is the only stable foundation of a State.

Next in importance to the School, in the work of education, is the Public Library. It is a copious spring from which knowledge flows among the people. How important, then, that the waters thereof should be wholesome and invigorating! How careful should all right-minded men be to keep these fountains pure and undefiled! The most active and fruitful seeds of good and evil in our social system, are found in the literature of the day; and the wisest discrimination is necessary to separate one from the other. It is impossible—absolutely impossible—to have anything approaching to the exercise of such wise discrimination in the system of District Libraries as organized in some States. How can the Trustees of schools, elected for a temporary purpose, many or most of them away from centres of business and general knowledge, and engaged in absorbing pursuits, be acquainted with the character of the thousands of books that fall from the press every year? They have no data to guide them, and 'they are left to the mercy of pedlars and others, who go about

the country with "sensation books"—in other words, moral and intellectual poison, and are compelled to form their judgment from the statements of lying advertisements. This is a monster evil; and many of the Libraries of this State are crowded with books that no judicious parent would willingly allow his child to read.

In view of the importance of this matter, I heartily coincide with your expressed opinion in relation to Town Libraries, leaving the selection of the books to the State, through proper agents duly chosen by the people. Your State has a noble education fund—(what a burning shame it was, to pour a part of it into that sewer of corruption, called the Drainage Fund, I helieve)—and it should be the business of the wisest and best men of your young and vigorous State to assist in forming a virtuous and efficient system for the establishment and maintenance of public libraries in every town in the commonwealth.

#### From CARL SCHURZ, Esq., Milwaukee.

The Circular which you had the kindness to send me, came into my hands but a short time ago. I have had no time since to study the details of your plan minutely; but it strikes me, that it will be a great improvement on the District Library system, which, from my own observation, I know to be complete failure in a large portion of the State. If there are no financial obstacles in the way, I trust your plan will find a great many supporters in the Legislature, and will at an early day be carried into effect.

From Rev. EDWARD COOKE, D.D., President of Lawrence University, Appleton.

Your plan for supplying Town School Libraries throughout the State meets my most hearty concurrence. It combines the following advantages over the old district systems adopted in most of the other States where anything of the kind exists:

1st. It proposes one Library for each town, for the use of all the districts in common. In this way, a better Library may be secured, and its supervision will be more efficient.

2d. It proposes a Board of competent and responsible individuals to select these Libraries, thereby securing the right kind of books to be placed in the hands of our youth. This is a very important feature.

Such a system, once put into operation throughout the State, would be a power for an incalculable amount of good. It would be silent moral influence constantly forming the social and intel-

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lectual habits of the youth in every nook and corner of our new

but rising State.

Liberal provision is already made for the support of common schools throughout our State; and an adequate fund is also set apart for the encouragement of Academies and Normal Schools. What is now wanted to complete our system of public education is, reading of the right kind for the people, such as shall form the right material for intellectual culture. Would not a portion of the Drainage Fund prove much more permanently useful to the people if expended in this way than in grubbing out roads and cutting ditches?

Of course, strong guards will have to be thrown around the plan to secure the real benefit of the people, rather than that of book agents and publishers. If all these objects can be secured, and the plan put into operation, it will, I have no doubt, prove one of the greatest blessings ever conferred upon our State.

From Rev. Dr. Roswell Park, President of Racine College.

In reply to your Circular, I do not hesitate to state my decided opinion, that the system of Town Libraries which you propose, would be far more beneficial to our State than that of School District Libraries, now in operation. Especially would this be the case, and a difficulty remedied, if, where there are two or more villages in a township, the Library should be divided correspondingly, and an exchange of the portions be made annually, with permission for any townsman to take a book from either portion, under proper regulations. By Legislative action, the present District Libraries might be combined, to form the nucleus of Town Libraries; multiple copies of the same work being retained or exchanged, as might seem best.

## From I. A. LAPHAM, Esq., Milwaukee.

I most heartily concur with you in the proposed movement in regard to Libraries for our public free schools. The books should be chiefly such as convey useful information, rather than mere works of amusement and pastime. All such vile books as you mention should be rigidly excluded.

A large saving may be made by the State purchasing the books from first hands, and having them sent in suitable numbers, directly to the several county seats, from whence they could easily be obtained by the town officers—thus avoiding

much unnecessary expense of distribution.

#### From Hon. CHARLES DURKEE, Kenosha.

You suggest a remodeling of the present Library system connected with our district schools, that is, to establish Town Libraries throughout the State, instead of the present imperfect district system, and ask my opinion as to the propriety of the

change.

I give you my views briefly, and with much diffidence, as they are not the result of mature reflection, nor of an extensive observation. The reasons you assign, going to show the superiority of this new proposition over the present one, seem to me to be very obvious. In my opinion then, the adoption of your views is only a question of time. If the people are now prepared to incur the expense, the sooner the change is effected, the better for the cause of education, and the welfare of the State.

From James W. Strong, Esq., of Beloit, Secretary of the State Teachers' Association of Wisconsin.

The plan proposed in your communication of the 28th ult., of "supplying each Town in Wisconsin with a School Library," "to be annually replenished by a permanent State provision for that purpose," meets my hearty approval in its main idea. The value of good Common School Libraries, to which all the children and citizens of a Town may have access, cannot be over-estimated.

Public sentiment with regard to this, seems to be advancing; and I confidently hope, that before many years shall have passed, School Libraries will be regarded not only as an addition to our educational facilities, but as a most essential requisite in the work of properly educating the young mind, and disseminating through the whole community a correct and elevating literary taste.

The question now, however, does not relate so much to the importance of School Libraries, as to the methods of securing and maintaining them. Probably no plan can be devised entirely free from objection, or respecting which great care will not be requisite in carrying out the minor provisions. A plan most excellent in its general idea, may be rendered inefficient, or indeed, quite worthless, by an unskillful arrangement of its details. It must be evident to every one who has at all observed the operation of our present system, that, however commendable its design, it entirely fails of its great object. My own observation, though limited, corroborates your statement, that only a small portion of the districts have any Libraries at all, and these are scarcely deserving the name; and, moreover, only a very

few of those books which are possessed, are ever used by either pupils or parents. These Libraries are but seldom replenished; and when they are, it is too often by the purchase of volumes which ought never to be placed in the hands of children, and

which had better not be read even by adults.

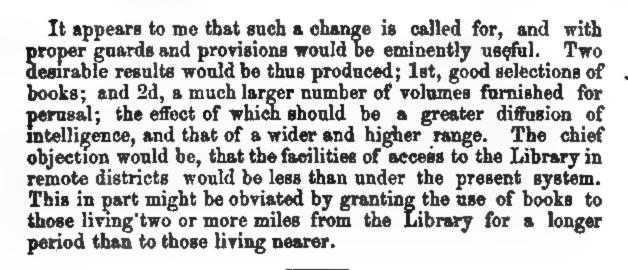
Whether the Town Library system, which has the same object in view, will be more successful, will very much depend, I think, upon the wisdom of its details. I do not propose to discuss these, but will simply make one or two suggestions. Very especial care should be taken, it appears to me, in the arrange ments of the plan, that it be properly guarded with respect to the selection of books. This is a vital point. I would also suggest, that selections should be made not for pupils only, but also for the teachers. Every Town Library should include a "Teachers' Library," small it may be, but select, of which those giving instruction may freely avail themselves. I know not how the scholars or the community may be reached more beneficially by the Library, than through the teachers in this way.

I am not quite prepared to approve, nor yet to oppose decidedly your idea of sub-dividing the Library, and changing the localities of the sections once in a few months. It is true that this would secure some of the peculiar advantages of a District Library, but the danger of losing the books, from having them under the charge of so many different individuals, none of whom might feel any especial or permanent responsibility, would be much increased. It does not appear to me quite safe to ma thus a Circulating Library. Almost every town has some locality sufficiently central for practical purposes, where the Library could be permanently kept, and all the citizens accommodated. But still some such plan as that which has been tried in Michigan, where the Director of each district draws from the Township Library every three months, the number of volumes his district is entitled to, which, for the time being, constitutes the District Library, might prove successful, and I am not certain but that this would be the best way of making the Library available to all.

It is to be hoped, that some action will be taken upon this subject by the next Legislature, as almost any plan, it seems to me, would be preferable to our present inefficient system.

From Hon. CHARLES M. BAKER, Geneva, Walworth county.

I have just received your Circular of the 28th ult., requesting, my views as to a proposition to be submitted to the next Legislature of this State to change the present School District Library system, to a Town Library system.



From Rev. ALFRED BRUNSON, Prairie du Chien.

Your Circular in reference to the Town Library system, was received a few days since, and the contents duly considered. At the first sight the plan struck my mind favorably, and also the thought that it might be connected with existing or future formed town and city Libraries to advantage, thus giving a greater number of both books and variety, and have the whole under better municipal regulations, than to have separate Libraries in the same place.

I saw by your issuing a Circular, that you desired to feel of the public pulse on the subject, and, believing that the stronger this pulse beat, the more satisfactory to you, I submitted the Circular to "The Literary and Library Association of Prairie du Chien," which was incorporated last winter; and the Association at once approved of your plan, as will be seen from the

annexed copy from their proceedings last night.

As you do not give the details of your plan, nor the provisions of your proposed bill, to be presented to the Legislature, but ask my opinion generally upon the subject, in addition to a

favorable answer, I venture a few suggestions.

1. It must be a paramount object, to have the Library preserved as much as possible, from waste and damage in the use of it. To secure this object, it must be under the care and supervision of a suitable and trusty person; and such a person should receive some compensation for his time, trouble, and use of the room, as Librarian; giving the Town Superintendent the general oversight of the Town books, whether in one, two, or more divisions.

2. What better way to raise the means to meet this expense of Librarian, than a tax of 25 cents per quarter, or 5 or 10 cents per volume, upon those who use the books, and a fine for all damages done the books, or for detaining them longer than the prescribed rule permits?

3. Either the law should prescribe all the rules and regulations, or a Board of Directors should be elected, who should make

such rules and regulations.

4. Where there is a Circulating Library already, or hereafter established in a Town, cannot this Town Library be attached to the one in existence, and be subject to the control of the same Board?

Our town is in two general divisions—upper and lower town. The Literary and Library Association is in the lower town, while a majority of the inhabitants are in the upper town. There is a spirit of rivalry existing between the two, and whether the upper town will agree to have all the Library in the lower town, is questionable; and if not, the Town Library must be divided, as the lower town will not go up town for their books, while they have over 800 volumes of their own. The upper town is in two or three school districts—the lower town in one, as yet. But the lower town has the largest and best school-house, now nearly finished, in which we contemplate a primary, intermediate, and high school to be kept.

5. The Library should be subject to as few removals as possible; to preserve from damage, and should be in the hands of a person whose business keeps him at home, in his shop, store, or office, as much as practicable, so as to accommodate the issue

and return of books.

"At a regular meeting of the Literary and Library Association of Prairie du Chien, held Nov. 9th, 1858, the President, Rev. A. Brunson, presented a printed Circular from Hon. L. C. Draper, Superintendent of Public Instruction, dated Oct. 28, 1858, relative to a town system of Libraries, instead of District ones, as now provided for by law; whereupon, it was unanimously,

Resolved, That this Association heartily concur in the views of Mr. Draper, and recommend the adoption of the system of

Town, instead of School District Libraries.

Attest:

(Signed) GEO. COUSLAND, Secretary.

From Rev. REUBEN SMITH, Town Superintendent, Beaver Dam.

I appreciate fully the honor of being consulted on the subject of School Libraries. It is a subject on which I have thought much, and with which I have had something to do—both here and elsewhere, and I shall be happy to communicate with you, on any views I may entertain on the subject.

As to its importance, no one can entertain a doubt, who has

given any attention to the subject; and I am persuaded that his convictions will be increased as to that importance, in proportion to his experience and observation. I succeeded last year, for the first time, in procuring a Library for our principal city school, of about 70 volumes. I had all the work to do myself—while the Board—to whom (according to our present law) it exclusively belongs—barely suffered me to go on; and I appropriated, at discretion—as permitted—a certain amount of our annual appropriation from the State for that purpose. But I had also to make the selection, provide a book-case, cover the books, insert printed rules, and put all into the teacher's hands, who consented to act as Librarian. Now you will see, that in much of this, I had to act in the place of others, and that the law needs amendment. Then things must be done by one man, or they will not be done at all.

And now as to results already experienced. One of the popular objections against providing any Library, was—that our young people had books enough, lying on the parlor table at home, which they did not read; why then procure more? The answer is in the fact reported by our Librarian, at the close of the first six months—of these 70 volumes, there had been about

500 readings !—i. e. at the rate of 1,000 a year.

2. As to the books selected. I agree with you, that under our present system, they are generally worse than useless. Miserable trash, or mischievous poison—the only alleviating circumstance is, that they are so miserably bound, or so carelessly looked after, as to be out of the way in a short time. Here, again, we want amendment in our law, and stringent provision. All this should be attended to, in my opinion, by one man, in advisory conjunction, perhaps, with the Board of Directors, and subject, of course, to an annual report. He should be a man of large reading, good taste, sound judgment, and, above all, possessed of an honest and enlightened morality. Such service, you cannot get, or expect, in a popular Board.

I believe I may say without arrogancy, that in the Library selected by me, there is not one volume in history, biography, science, or general literature, which might not be read with propriety by a son or daughter. But it requires no small sum, to make a competent selection of this character. Ours ought to be doubled at once, and then added to every year. I have given notice, that, if I am continued Superintendent, this shall be, together with a pair of globes. We have some philosophical

apparatus already.

3. Thus far, I presume, we should entirely agree; but in regard to making them *Town* instead of *District* Libraries, I submit for your consideration, some objections. On this plan,

I am confident, as before, you must have one man to attend to the whole; and then, it is obvious, it would require all his time, and could not be done, without a small salary. Perhaps, however, the State will provide for this; and then the question will only have to be decided, whether there would not be jealousies and collisions letween the districts—and whether the whole work would be as well done, as by a proper Superintendent, and proper Librarian for each school, and more stringent laws, such

as I hope we shall have.

On the whole, my prevailing view at present is, that the State should make separate appropriations for Libraries, maps, apparatus, &c., and not have it discretionary with districts whether they will have a Library or not. That a given sum should be granted to each town or city, graduated by population; or better, by the number of scholars attending each school—33 cents to a scholar, perhaps, would make a good beginning. In the particular regulations adopted, the State should designate the proper officers, and form of organization—whether in town or districts; and make them responsible both for books selected, and the care that is taken of them. I wish you much success in the prosecution of this important enterprise.

From Rev. J. B. PRADT, Sheboygan, formerly County Super-intendent of Potter County, Penn.

Your Circular in regard to School Libraries is received, and am truly glad you have taken the matter in hand.

It has long seemed to me, that a principal defect in our management of school affairs, in this and other States, is a want of concentration of interest and effort. The little district or neighborhood Library, is a natural concomitant of the district school, and both are abortive. Town Libraries, having everything to recommend them over the smaller Libraries now contemplated, and would readily connect themselves with the idea of a Union Central School, in each town, or other municipality. The location two things would mutually help each other. of the Library is a matter of less consequence, however, than its being called into efficient existence, and while it might properly be deposited in a Central High School-house, and thus stimulate and aid the larger pupils, and form an additional link between the people and the principal school in the town—where such school exists—it might of course be located in any other suitable place.

The divisions of a Library into sections, as you propose, might have advantages, and it would be well enough to permit

this arrangement, if desired.

I am more in doubt about the matter of furnishing the books. In this, two things, it seems to me, are to be kept in view—the selection of good books, and the excitement of proper interest on the part of the people. Economy in the purchase of the books should not be overlooked. Should the State send a Library to each town free of all expense, and without invoking any action on their part, it is to be feared that the boon would not be properly appreciated. People take far more interest and pride in what they have got up themselves, and will take better care of that which has cost them something, than of a gratuity.

I should say, therefore, that the best plan would be for the State to provide for the selection of a judicious list of books; that a catalogue should be sent to each town; that the offer should be made to furnish each town (within certain restrictions, according to the population, or pupils in the schools,) with an amount of books equal in value to the amount which they should elect to purchase themselves. It would be very easy to indicate in the catalogue, judicious selections of books worth, one, two, five, or any number of hundred dollars, which would be sent to any town, agreeably to the prescribed rules, on receipt

of one-half the cost.

It is to be presumed that in many towns this course would be preferred. If, however, any towns preferred to select their own books wholly or in part, though they might not always select judiciously, they would at least be confined within the limits of an unexceptionable catalogue. By suitable arrangements with the best publishers, the best books could of course be obtained

at a very moderate cost.

I trust you may be successful in awakening new interest in this important instrument of public instruction, and that your suggestions will have the weight which they ought to have with the Legislature. The suggestions which I have made, accord most nearly with the Upper Canadian Library system, which seems to me, on the whole, to be the most judicious of any which I have examined. You are undoubtedly familiar with the system.

From Col. L. H. D. CRANE, of Ripon, formerly Town Superintendent of Dodgeville.

I consider the present system of District Libraries to be a perfect humbug. A State system properly guarded might do well. You are on the right track. Elaborate the system, and if it seems practicable, and not too expensive, count me in.

## From A. M. MAY, Esq., Ripon.

In reply to your Circular, concerning the establishment of Town School Libraries, I would say, that it meets my decided

approval.

I have long considered the present system as almost useless, and the purchasing of books for our present Libraries almost as a throwing away of the Library money. And I consider the adoption of a Town system, or something like it, for Libraries, as the only means of accomplishing the end for which School Libraries were established.

As far as I am acquainted with District Libraries, I know of but two that are worthy of the name; and these two are in small districts; and although many districts have Libraries, (so called,) they are of a class that no parent that wishes to furnish proper food for the minds of his children, would place in their hands.

As a secondary matter: The districts of the State are now supplied with Webster's Unabridged; and it seems to me, that the State could do no better thing for the interests of the rising generation who attend her common schools, than to furnish each district with a copy of Lippincott's Gazetteer. It is a work that every teacher ought to have, but which, I am sorry to say, most of them are, or at least feel, too poor to buy; or, at least, on account of their migrating propensities, perhaps, they think it will not pay to get, and carry around the world with them; which evil I hope will be remedied as far as possible, by the adoption of the School System proposed at the last State Teachers' Association. But the State might furnish the districts each with a copy, and it would be a lasting benefit; or, make it one of the books of the Library spoken of. I earnestly hope the Town School Library System will be adopted.

## From A. PICKETT, Esq., Principal of the Horicon High School.

I am satisfied that our present Library system, as well as our general school system, fails of proper results. I have visited many schools in the State, but have rarely seen a Library, though I think, perhaps, the fault lies most in want of vitality in our general school system.

Wherever we find either good schools or Libraries, they seem to be the offspring of individual enterprise, and not the effect of any general plan. There is, in my mind, no doubt of the superiority of your plan over the present. Yet we feel most the want of a school room Library.

From James H. Magoffin, Esq., Principal of the High School, Waukesha.

Your Circular, dated Oct. 28, 1858, on the subject of School Libraries, was received last evening, and I hesitate not to reply, that my feeble voice may give its mite of encouragement to

the head of our Public School System.

I am much pleased with the plan proposed. I have often wished for something of precisely this kind. I think, however, that instead of its being merely an advised plan in regard to the sub-division of the towns into sections, it should be a provision of law.

## From Dr. Wm. HENRY BRISBANE, of Arena.

Yours of the 28th ult. is at hand. I approve the idea of having the Town instead of the District Library System, provided we can have the Librarian appointed by the State Superintendent, with a salary of fifty-two dollars a year, so as to allow him to attend every Saturday afternoon at the Library, to receive and give out books. I would have the Librarian give bonds for the safe care of the books; and I would have him to require a deposit of some other book, until the one taken out be returned, the book on deposit being of higher value than the one taken out; or the deposit might be in money, more than the value of the book. In this way, there will be security for the return of the books.



#### MORAL AND RELIGIOUS INSTRUCTION

IN PUBLIC SCHOOLS.

Office of Sup't of Public Instruction, Madison, Wis., May 31st, 1858.

DEAR SIR:—I duly received your favor of the 20th inst., in which you inform me, that the Board of Education of Watertown, of which you are a member, have "unanimously resolved, that the reading of the Bible, and all forms of prayer, be discontinued." You assign, as your justification for this action, the fact that your community is composed of so many different national elements; and, in conclusion, you ask my opinion on

the subject.

I very much regret that there should have occurred any serious differences of opinion in regard to the management of the public schools in your city; and, above all, do I regret that such differences should have had their origin with reference to the use of the Bible. The Constitution, very properly, I think, prohibits "sectarian instruction" in the public schools of the State; but this certainly cannot justly be construed to mean the total exclusion of the Bible from the schools, or that simply repeating the Lord's Prayer, as has been done in your public schools, or indeed uttering any other liberal, unobjectionable prayer, could, in any just sense, be regarded as sectarian. This is my view and understanding of the matter, and I feel quite confident that this is also the practical, common-sense view taken of it by the great mass of the people of Wisconsin, without any regard to sectarian connections or partialities.

You ask if the reading of the Scriptures and offering prayer are the common practice in the public schools in this State? To a considerable extent, I presume it is; perhaps almost invariably so, when in accordance with the teacher's wishes. And such, too, is the practice, to a great extent, in other portions of our own country, and in Europe. And, more than this, religious instruction is imparted in the public schools of the most enlightened countries of the world—in some of them it is sectarian, but in many it is not. In Great Britain, France, Prussia, Germany, Belgium, Holland, Bavaria, Saxony, Austria, Norway,

Sweden, and Switzerland, more or less religious instruction is given in the public schools; and even in Russia it is a national maxim, that "religious teaching constitutes the only solid foundation of all useful instruction."

No more enlightened statesman, or abler advocate for religious instruction in the public schools, has appeared in any age or country than the celebrated M. Guizor, who has repeatedly been chosen as the Minister of Public Instruction in France. In addressing the French Chambers, while discussing his scheme of primary education for France, he said: "You have admitted moral and religious instruction as an essential part of primary education; but, gentlemen, moral and religious instruction is not like a reading lesson, or a question in arithmetic, to be gone through at a particular hour, and then laid aside. Moral and religious instruction is a work of all hours and all times. atmosphere of a school ought to be moral and religious, and this is the only condition on which you can have moral and religious instruction in your schools. Children reach the age in which the sciences are to be studied, but in Primary Schools, if you lay not a foundation of morality and religion, you build upon the sand. Does not the teacher open and close the school with prayer? In teaching the children to read, is it not in the Cate-In teaching them History, is it not that of Scripture? In a word, religious instruction is mingled with all the proceedings at all hours, in a Primary School. Take heed of a fact, which was never so brightly apparent as at this day: Intellectual culture, if accompanied by moral and religious culture, produces ideas of order, and of submission to the laws, and becomes the basis of the greatness and prosperity of society. tual culture alone, not so accompanied, produces principles of insubordination and disorder, and endangers the social compact." Elsewhere speaking of his bill, he observed: "By moral and religious instruction, it provides for another class of wants quite as real as the others, and which Providence has placed in the hearts of the poorest, as well as of the richest, in this world, for upholding the dignity of human life, and the protection of social order." Speaking of the teacher, and his high and important mission, he remarked: "Nothing can supply for you, the desire of faithfully doing what is right. You must be aware, that, in confiding a child to your care, every family expects that you will send him back an honest man; the country, that he will be made a good citizen. You know that virtue does not always follow in the train of knowledge; and that the lessons received by children might become dangerous to them, were they addressed exclusively to the understanding. Let the teacher, therefore, bestow his first care upon the cultivation of the morals of his pupils. He must unceasingly endeavor to propagate and establish those imperishable principles of morality and reason—without which, universal order is in danger; and to sow in the hearts of the young those seeds of virtue and honor, which age, riper years, and the passions, will never destroy. Faith in Divine Providence, the sacredness of duty, submission to parental authority, the respect due to the laws, to the King, and to the rights of every one—such are the sentiments which the teacher will strive to develop."

Professor Stowe, in his Report on Elementary Instruction in Europe, remarks: "In regard to the necessity of moral instruction and the beneficial influence of the Bible in schools, the testimony was no less explicit and uniform. I inquired of all classes of teachers, and men of every grade of religious faith, instructors in common schools, high schools, and schools of art, of professors in colleges, universities and professional seminaries, in cities and in the country, in places where there was a uniformity, and in places where there was a diversity of creeds, of believers and unbelievers, of rationalists and enthusiasts, of Catholics and Protestants; and I never found but one reply, and that was, that to leave the moral faculty uninstructed was to leave the most important part of the human mind undeveloped, and to strip education of almost everything that can make education valuable; and that the Bible, independently of the interest attending it, as containing the most ancient and influential writings ever recorded by human hands, and comprising the religious system of almost the whole of the civilized world, is in itself the best book that can be put into the hands of children, to interest, to exercise, and to unfold their intellectual and moral powers. Every teacher whom I consulted, repelled with indignation that moral instruction is not proper for schools; and spurned with contempt the allegation, that the Bible cannot be introduced into common schools without encouraging a sectarian bias in the matter of teaching; an indignation and contempt which I believe will be fully participated in by every high-minded teacher in christendom."

Professor Stowe, speaking of the German teacher, observes:

"Sometimes he calls the class around him, and relates to them, in his own language, some of the simple narratives of the Bible, for reads it to them in the words of the Bible itself, or directs one of the children to read it aloud; and then follows a friendly, familiar conversation between him and the class, respecting the narrative; their little doubts are proposed and resolved, their questions put and answered, and the teacher unfolds the moral and religious instruction to be derived from the lesson, and illustrates it by appropriate quotations from the didactic and precep-

a particular virtue or vice, a truth or a duty; and after having clearly shown what it is, he takes some Bible narrative which strongly illustrates the point in discussion, reads it to them, and directs their attention to it, with special reference to the preced-

ing narrative."

"Nothing," says Horace Mann, "receives more attention in the Prussian schools than the Bible. It is taken up early, and studied systematically. The great events recorded in the Scriptures of the Old and New Testament; the character and lives of those wonderful men, who, from age to age, were brought upon the stage of action, and through whose agency the future history and destiny of the race were to be so much modified; and especialy, those sublime views of duty and of morality which are brought to light in the Gospel, these are topics of daily and earnest inculcation in every school. To these, in some schools, is added the history of the Christian religion, in connection with contemporary civil history. So far as the Bible lessons are concerned, I can ratify the strong statements made by Prof. STOWE, in regard to the absence of sectarian instruction, or endeavors at proselytism."

Lord Broudham, in pleading for a system of national education for England, exclaimed: "Shall we, calling ourselves the friends to human improvement, balance any longer upon some party interest, some sectarian punctilio, or even some refined scruple, when the means are within our reach to redeem the time, and to do that which is most blessed in the sight of God, most beneficial to man? Or shall it be said, that between the claims of contending factions in Church or in State, the Legislature stands paralyzed, and puts not forth its hand to save the people placed by Providence under its care, lest offence be given to some of the knots of theologians who bewilder its ears with their noise, as they have bewildered their own brains with their controversies? Lawgivers of England! I charge ye, have a care! Let us hope for better things. Let us hope it, through His might and under His blessing who commanded the little children to be brought unto Him, and that none of the family of mankind should be forbidden; of Him who has promised the choicest gifts of His Father's kingdom to those who in good earnest love their neighbors as themselves."

Hon. Thomas Wyse, who was, a few years since, a distinguished Roman Catholic member of the British Parliament, in his work on Education Reform, thus expresses himself on this point: "What is true of individuals, is still truer of societies. A reading and writing community may be a very vicious community, if morality (not merely its theory, but its practice,) be

not as much a portion of education as reading and writing. Knowledge is only a branch of education, but it has too often been taken for the 'whole.'" "When I speak of moral education," continues Mr. WYSE, "I imply religion; and when I speak of religion, I speak of Christianity. It is morality, it is conscience par excellence. Even in the most worldly sense, it could easily be shown that no other morality truly binds, no other education so effectually secures even the coarse and material interests of society. The economist himself would find his gain in such a system. Even if it did not exist, he should invent it. It works his most sanguine speculations of good into far surer and more rapid conclusions, than any system he could attempt to set up in its place. No system of philosophy has better consulted the mechanism of society, or joined together with a closer adaptation of all its parts, than Christianity. legislator who is truly wise-no Christian will for a moment think—for the interests of society and religion—which are, indeed, only one,—of separating Christianity from moral education."

Mr. Wyse observes again: "In teaching religion and morality, we naturally look for the best code of both. Where is it to be found? Where, but in the Holy Scriptures? Where, but in that speaking and vivifying code, teaching by deed, and sealing its doctrines by death, are we to find that law of truth, of justice, of love, which has been the thirst and hunger of the human heart in every vicissitude of its history. From the mother to the dignitary, this ought to be the Book of Books; it should be laid by the cradle and the death-bed; it should be the companion and the counsellor, and the consoler, the Urin and Thummin, the light and the perfection of all earthly existence."

Hon. J. B. MEILLEUR, late Superintendent of Education for Lower Canada, thus remarks in his last Annual Report: "As the moral and religious department of education has become matter of discussion, and some have proposed that we should limit our teaching in our schools to the ordinary acquirements of science, without troubling ourselves with religious education, I consider it my duty to protest in this place against the fatal tendency of such a system. The aim of education is to render men perfect, and to qualify them to fulfill their duties towards God, towards their families, towards society, and towards themselves. Every system of education having a different object would be subversive of the great principles on which society is based, and without which a nation could never become strong, or great, or prosperous. Every system of national education

ought to be, above all, moral and religious, and without this we

could not have a well-ordered society."

WASHINGTON, in his Farewell Address to the American People, has left us this noble testimony in favor of Religion and Morality: "Of all the dispositions and habits which lead to political prosperity, Religion and Morality are indispensable. In vain would that man claim the tribute of patriotism, who should labor to subvert these great pillars of human happiness, these firmest props of the duties of men and citizens. mere politician, equally with the pious man, ought to respect and to cherish them. A volume could not trace all their connexions with private and public felicity. Let it simply be asked, where is the security for property, for reputation, for life, if the sense of religious obligation desert the oaths, which are the instruments of investigation in courts of justice? let us with caution indulge the supposition, that morality can be maintained without religion. Whatever may be conceded to the influence of refined education on minds of peculiar structure, reason and experience both forbid us to expect that national morality can prevail in exclusion of religious principle. is substantially true, that virtue or morality is a necessary spring of popular government. The rule, indeed, extends with more or less force to every species of free government. Who, that is a sincere friend to it, can look with indifference upon attempts to shake the foundation of the fabric? then, as an object of primary importance, institutions for the general diffusion of knowledge."

The profound intellect of DANIEL WEBSTER was especially directed to the connection of the Bible and Christianity with educational institutions, as may be seen by the following extracts from his masterly argument in the Girard College case in the Supreme Court of the United States: "I maintain," said WEBSTER, "that, in any institution for the instruction of youth, where the authority of God is disowned, and the duties of Christianity derided and despised, and its ministers shut out from all participation in its proceedings, there can no more be charity, true charity, found to exist, than evil can spring out of the Bible, error out of truth, or hatred and animosity come forth from the bosom of perfect love. \*

"The ground taken is, that religion is not necessary to morality; that benevolence may be insured by habit, and that all the virtues may flourish, and be safely left to the chance of flourishing, without touching the waters of the living spring of religious responsibility. With him who thinks thus, what can be the value of the Christian revelation? So the Christian world has not thought; for by that Christian world, throughout

its broadest extent, it has been, and is, held as a fundamental truth, that religion is the only solid basis of morals, and that moral instruction not resting on this basis is only a building upon sand. And at what age of the Christian era have those who professed to teach the Christian religion, or believe in its authority and importance, not insisted on the absolute necessity of inculcating its principles and its precepts upon the minds of the young? In what age, by what sect, where, when, by whom, has religious truth been excluded from the education of youth? Nowhere; never. Everywhere, and at all times, it has been, and is regarded as essential. It is the essence, the vitality, of useful instruction.

"Mr. Girard says that there are such a multitude of sects, and such diversity of opinion, that he will exclude all religion and all its ministers, in order to keep the minds of the children free from clashing controversies. Now, does not this tend to subvert all belief in the utility of teaching the Christian religion to youth at all? Certainly, it is a broad and bold denial of such utility. To say that the evil resulting to youth from the differences of sects and creeds overbalances all the benefits which the best education can give them, what is this but to say that the branches of the tree of religious knowledge are so twisted, and twined, and commingled, and all run so much into and over each other, that there is therefore no remedy but to lay the axe at the root of the tree itself? It means that, and nothing less! Now, if there be anything more derogatory to the Christian religion than this, I should like to know what it In all this we see the attack upon religion itself, made on its ministers, its institutions, and its diversities. And that is the objection urged by all the lower and more vulgar schools of infidelity throughout the world. In all these schools, called schools of Rationalism in Germany, Socialism in England, and by various other names in various countries which they infest, this is the universal cant. The first step of all these philosophical moralists and regenerators of the human race, is to attack the agency through which religion and Christianity are administered to man. But in this there is nothing new or original. We find the same mode of attack and remark in Paine's Age of Reason.' We find the same view in Volney's 'Ruins of Empires.'

"But this objection to the multitude and differences of sects is but the old story, the infidel argument. It is notorious that there are certain great religious truths which are admitted and believed by all Christians. All believe in the existence of a God. All believe in the immortality of the soul. All believe in the responsibility, in another world, for our conduct in this.

All believe in the divine authority of the New Testament. Dr. Paley says that a single word from the New Testament shuts up the mouth of human questioning, and excludes all human reasoning. And cannot all these great truths be taught to children without their minds being perplexed with clashing doctrines and sectarian controversics? Most certainly they can.

"But, it is asked, what could Mr. Girard have done? He could have done as has been done in Lombardy by the Emperor of Austria, as my learned friend has informed us, where, on a large scale, the principle is established of teaching the elementary principles of the Christian religion, of enforcing human duties by divine obligations, and carefully abstaining in all cases from interfering with sects or the inculcation of sectarian doctrines. How have they done in the schools of New England? There, as far as I am acquainted with them, the great elements of Christian truth are taught in every school. The Scriptures are read, their authority taught and enforced, their

evidences explained, and prayers usually offered.

"The truth is, that those who really value Christianity, and believe in its importance, not only to the spiritual welfare of man, but to the safety and prosperity of human society, rejoice that in its revelations and its teachings there is so much which mounts above controversy, and stands on universal acknowledgement. While many things about it are disputed or are dark, they still plainly see its foundation and its main pillars; and they behold in it a sacred structure, rising up to the Heavens. They wish its general principles, and all its great truths, to be spread over the whole earth. But those who do not value Christianity, nor believe in its importance to society or individuals, cavil about sects and schisms, and ring monotonous changes upon the shallow and so often refuted objections founded on alleged variety of discordant creeds and clashing doctrines."

Journal of Education, "that our pupils are young immortals, and we realize our duty to them in this important aspect. We open our schools with the reading of a passage of Scripture without note or comment, and we invoke the blessing of God at the commencement of each day upon the duties and labors of the day before us. It is done solemnly and seriously, and not as an unmeaning service. Nor do we heattate to use the general precepts of religion in moral instruction; but not by a word or act, or even by implication, is one attempt made to inveigle or decoy any pupil into the meshes of any denominational net, or to carry the citadel of any heart for an external form, or a secta-

rian creed. We believe that education can never be complete without the culture of the heart. We know of no truth like Bible truth, no power like Bible power, for this purpose. avoid, with the most scrupulous care, the propagation of any sectarian view, but if we wish a golden rule, 'All things whatsoever ye would that men should do to you, do ye even so to them,' we hesitate not to adopt it because it is in the Bible, or because the sublime precept first fell from the lips of the Redeemer Nor do we hesitate to go to the Bible for those fundamental truths that lie at the foundation of all correct philosophy, and which can be derived from no other source with equal clearness, some of them from no other source at all, as the creation of the world, the Bible view of which alone can set at rest all questions on the subject of cosmogony. It is general truth, simple moral truth, as it affects our relations with and to our fellow-men, and simple religious truth, as it affects our relations to God, not controversial or controverted points, that we feel at perfect liberty to use and inculcate, because they are in consistency with the views of all sects. It is what may lead our pupils, when they grow up, to be thoughtful and examine for themselves their duties to God and man in their broadest sense. Let us take care that in our horror of sectarianism, we do not lose sight of the fact admitted by all sects, that the God of our Bible is the God of our nation, acknowledged in its foundation, acknowledged hitherto in its progress and in its rising glory. Let us not, from a dread of sectarianism, induce Him to spread his sheltering wing, and take his flight forever from our public institutions. Disastrous indeed, fatally disastrous, would such withdrawal be. We have no greater evil as a nation to fear."

Nearly all our Legislative Assemblies, and successive sessions of Congress, have, from Colonial days to the present, so far recognized a superintending Providence as to open their daily sessions with prayer. What could be more befitting both teacher and scholars, in their arduous and important avocations, than to unite, at the commencement of their daily toils, in reading a portion of the Sacred Scriptures, repeating the memorable prayer of our Lord and Savior, or otherwise humbly invoking

the blessings of the Most High.

"At the meeting of the first Congress," says Webster, "there was a doubt in the minds of many of the propriety of opening the session with prayer; and the reason assigned was, as here, the great diversity of opinion and religious belief. At length Mr. Samuel Adams, with his gray hairs hanging about his shoulders, and with an impressive venerableness now seldom to be met with, (I suppose owing to the difference of habits,) rose in that assembly, and, with the air of a perfect Puritan, said that it did not become men, professing to be Christian men, who

had come together for solemn deliberation, in the hour of their extremity, to say that there was so wide a difference in their religious belief, and they could not, as one man, bow the knee in prayer to the Almighty, whose advice and assistance they hoped to obtain. Independent as he was, and an enemy to all prelacy as he was known to be, he moved that the Rev. Mr. Duche, of the Episcopal Church, should address the Throne of

Grace in prayer.

"And John Adams, in a letter to his wife, says that henever saw a more moving spectacle. Mr. Duche read the Episcopal service of the Church of England, and then, as if moved by occasion, he broke out into extemporaneous prayer. And those men, who were then about to resort to force to obtain their rights, were moved to tears; and floods of tears, Mr Adams says, ran down the checks of the pacific Quakers who formed part of that most interesting assembly. Depend upon it, where there is a spirit of Christianity, there is a spirit which rises above forms, above ceremonies, independent of sect or creed, and the controversies of clashing doctrines."

How replete with practical wisdom and good sense were the remarks of the illustrious Franklin, in the Federal Convention for the formation of our Constitution, pleading for prayer at the opening of each daily session. "Groping, as it were, in the dark," said FRANKLIN, "to find political truth, and scarce able to distinguish it when presented to us, how has it happened. Sir, that we have not hitherto once thought of humbly applying to the Father of Lights, to illuminate our understandings? In the beginning of the contest with Great Britain, when we were sensible of danger, we had daily prayer in this room for the Divine protection. Our prayers, Sir, were heard, and they were graciously answered. All of us who were engaged in the struggle must have observed frequent instances of a superintending Providence in our favor. To that kind Providence we owe this happy opportunity of consulting in peace on the means of establishing our future national felicity. And have we now forgotten that powerful friend? Or do we imagine that we no longer need his assistance? I have lived, Sir, a long time, and the longer I live, the more convincing proofs I see of this truth—that God governs in the affairs of men."

It will be recollected that General TAYLOR, during his Presidency, recommended a day of humiliation, fasting, and prayer, on account of that dreadful scourage, the cholera, that then prevailed so extensively and fatally in our land. It is well known, that the scourge ceased almost instantaneously after the observance of the day of prayer, as did the tempest on the sea of Gennesareth when the audible voice of God commanded,

"Peace-be still !"

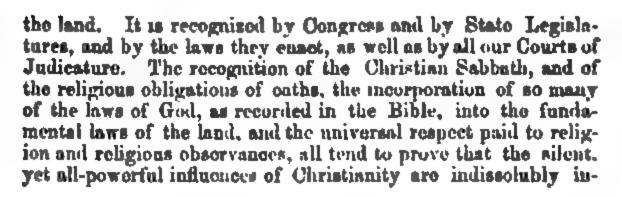
In discussing a subject of this character, many other high authorities might easily be cited in favor of the use of the Bible, and of moral and religious instruction in public schools, and of the peculiar propriety of opening their daily sessions with prayer—and all this, without necessarily having the least connection with sectarianism. Enough, I trust, on these points has already been adduced. With the weighty opinion of a Washington, a Franklin, an Adams, a Jefferson, a Bunke, a Brougham, a Webster, a Stowe, and a Mann, among Protestants, and of a Guizot, a Wyse and a Meilleur among the enlightened educators of Catholic countries, together with the almost universal experience of this country, and my own personal exservation of nearly forty years, I am unwilling to believe that any other than the happiest results would be likely to follow a discreet, un-sectarian use of the Bible in public schools, the inculcation of moral duties and obligations, and the opening of daily sessions of school with prayer.

A recognition of God as ruling in the affairs of men is substantially found in the Declaration of Independence, in the Constitution of the United States, and the Constitution of Wisconsin.\* Christianity is everywhere incorporated in the law of

While the word "God" is not expressed in the Constitution of the United States, yet twice in that instrument are onthe or affirmations provided—the President being required to "solemnly sweer" that he will fluthfully perform the duties of his office and preserve, proteot, and defend the Constitution, and the Senators and Representatives in Congress, members of the several State Legislatures, and all executive and judicial officers, both of the United States and of the several States, "shall be bound by eath or affirmation, to support the Constitution."

What, then, is the nature of an oath? Dawiet Wassier. the great expounder of the Constitution, declares, that "We hold life, liberty, and property in this country upon a system of oaths, oaths founded on a religious belief of some sort. And that system which would strike away the great substratum, destroy the safe possession of life, liberty, and property, destroy all the institutions of civil society, cannot and will not be considered as entitled to the pro-

Thinkers of this country, has charged me with making a "falce statement" in asserting that "a recognition of God, as ruling in the affairs of men, is substantially found in the Declaration of Independence, in the Constitution of the United States, and the Constitution of Wisconsin." The signers of the immortal Declaration of Independence expressed in that instrument their "firm reliance on the protection of Divine Providence;" and the Constitution of this State commences with the declaration, "We, the people of Wisconsin, grateful to God for our freedom," &c. So far, then, as these two State papers are concerned, they not only substantially, but positively, recognize God as ruling in the affairs of men. I was fully aware of this when I peaned the sentence that the Boston investigator now so boldly denies; and as the Constitution of the United States was less explicit, I made the qualification that such recognition is "substantially found" in those three State papers. In two of them, the recognition is positive; in the other the "substance" is found, as I shall proceed to show.



tection of a court of equity " Judge Stony, in his Commentaries on the Constitution, referring to the President's oath of office, observer: "It is a suitably pledge of his fidelity and responsibility to his country; and creates upon his conscience a deep sense of duty, by an appeal at once, in the president good man, to the most succeed and solenn sanctions which can observe on the human mind."

man, to the most succeed and solemn sometions which can operate on the human mind." WASHINGTON presided over the Constitutional Convention, and when the cath of office as President was administered to him by Chanceller Livingerox in 1789, he declared in his inaugural address, that "it would be peculiarly improper to omit, in this first official act, my fervent supplications to that Al-migure Baixa who rules over the universe—who presides in the conneils of nations—and whose providential aids can supply every human defect, that Hisbenediction may conscend to the libertist and happiness of the people of the United States, a government instituted by themselves for these essential purposes, and may enable every instrument employed in its administration to exeonto with success the functions allotted to his charge. In tendering this homage to the GREAT AUTHOR of every public and private good, I assure myself that it expresses your sentiments not less than my own, nor those of my fellow citizens at large, less than either. No people can be bound to acknowledge and adore the invisible hand which conducts the affirm of men, more than the people of the United States. Every step by which they have advanced to the character of an independent nation, seems to have been distinguished by some token of providential agency, and in the important revolution just accomplished in the system of their united government, the tranquil deliberations, and voluntary consent of so many distinct communities, from which the event has resulted. cannot be compared with the lucius by which most governments have been established, without some return of plans gratitude, along with an lumble anticipation of the future blossings which the past seem to presage. These reflections, stricing out of the present crisis, have forced themselves too strongly on my mind to be suppressed "?

President Manison, who is regarded as the Pather of the Constitution, and was the master-spirit of the Convention which formed it, observes in his first inaugural address, "We have all been encouraged to feel the guardianship and guidance of that Agmonty Barno, whose power regulates the destiny of nations, whose blessings have been so conspicuously dispensed to this rising Republic." Jurenason, in his first inaugural address. "acknowledged and

adored an over-ruling Provinceon " in the offices of men

The Constitution of the United States recognizes 600 as ruling in the affairs of men, by the solemn naths of office which it imposes nanctioned by Wash-troton. Frankliv and Madison, who were members of the Convention which framed it; sanctioned by every successive President taking that solemn onth, administered upon the Bible, nanctioned by all the Presidents, in their inaugural addresses and annual messages and further sanctioned by the interpretations of all our great constitutional expounders. The Constitution furthermore, at its close, recognizes "our Loap?" in recording the memorable year of his formation. Thus, it will be seen, that there is substantially a recognition of fluts, we ruling in the affairs of men, in the Declaration of Independence, the Constitution of the United States, and the Constitution of Wisconsin.

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terwoven in our laws, and pervade all classes of society. That God governs in the affairs of men, was the deep conviction of the eminent philosopher, Franklin; and in every thoughtful human heart there is an intuitive acquiescence in the truth of

this profound remark.

"There is nothing," says WEBSTER, "that we look for with more certainty than this general principle, that Christianity is part of the law of the land. This was the case among the Puritans of New England, the Episcopalians of the Southern States, the Pennsylvania Quakers, the Baptists, the mass of the followers of Whitfield and Wesley, and the Presbyterians; all brought and all adopted this great truth, and all have sustained And where there is any religious sentiment among men at all, this sentiment incorporates itself with the law. Everything The massive cathedral of the Catholic; the Episcopalian church, with its lofty spire pointing heavenward; the plain temple of the Quaker; the log church of the hardy pioneer of the wilderness; the mementoes and the memorials around and about us; the consecrated grave-yards, their tombstones and epitaphs, their silent vaults, their mouldering contents; all attest it. The dead prove it as well as the living. The generation that are gone before speak to it, and pronounce We feel it. All, all proclaim that Christiit from the tomb. anity, general, tolerant Christianity, Christianity independent of sects and parties, that Christianity to which the sword and fagot are unknown, general, tolerant Christianity, is the law of the land."

If it be true, then, that Christianity pervades all the ramifications of society, why should we wish alone to exclude it from the nurseries of education? It has been decided by the Vice Chancellor, in the highest court of England, that "Courts of Equity, in this country, will not sanction any system of Education in which religion is not included." Franklin said to Paine, when advising against the publication of one of his infidel works, "Don't unchain the tiger! If men are so bad with all the restraining influences of the Christian religion, what would they be without them!" Jefferson remarked to

<sup>\*</sup> The Boston Investigator, in its strictures on this Circular, has seen fit to use this language: "The man who has the effrontery to assert, as he does, in the Circular of which we are speaking, that Franklin wrote against one of Painn's works which was not commenced until after the former was dead more than three years, will not be likely to be more magnanimous than intelligent." It is, nevertheless, "in the highest degree probable," as Janu Sparks observes, that Painn submitted to Franklin a deistical manuscript as early as about 1787; and Franklin's reply contains not only what I have quoted, but much more quite as pointed and alguideant. See Sparks' edition of the Works of Franklin, vol. x. p. 281, 282.

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WEBSTER, "Burke never uttered a more important truth, than when he exclaimed that a religious education was the cheapest defense of nations." A prominent secular newspaper of our country, the New York Courier & Enquirer, recently remarked: "It will not be denied by any man, whether religious or otherwise, that the effect of personal religion upon the individual and, as a necessary result, upon society, which is but an aggregation of individuals—is in the highest degree happy, important In the allaying of unruly passions, the ameliand desirable. oration of selfishness, the uprooting of immorality and vice, the security of life and property, the steadying of trade, the increase of industry—all these upon motives far higher and more reliable than any mercenary ones-its advantages are palpable, and are admitted on every side."

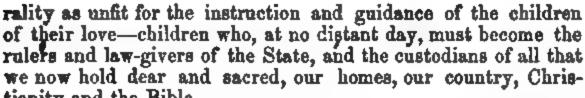
Shall it ever be deemed a sacrilege—a desecration of the noble and holy purposes of education-a blighting injury to the morals of our beloved children, to permit the teachers in the public schools of Wisconsin to read a portion of the Sacred Scriptures, offer a prayer invoking, the blessing of God upon their labors and the efforts of the children committed to their charge, or repeat the Lord's Prayer, all beautiful, as it is, in its simplicity and adaptation to the wants of all; or impress upon their young and susceptible minds those incomparable teschings, derived from the Bible, touching their moral duties to their parents, to each other, to society and to God? I confeas I canuot conceive how there could be any reasonable objection, any possible harm, in all this—untinctured with sectarianism as it would and should be; but, on the contrary, enduring good, in

my opinirn, would be the inevitable consequence.

There could be no more beautiful spectacle, none more truly ennobling, than a teacher inculcating and enforcing moral duties upon the young-love to parents, brothers, sisters, companions -love to the race of man, and love to the Giver of all good; love of country, truth, honesty and virtue-charity to the poor and unfortunate, and kindness to the brute creation; -- in a word, pressing upon their attention those foundation principles which alone can make them good children, good men, good women, and And such instructions can be imparted by the good citizens. judicious teacher at suitable opportunities, without ever for a

moment trenching on sectorian peculiarities.

Such is the abiding conviction, and such the practices of the civilized world. I am sure that the people of Wisconsin, who are generally conceded to possess assumed virtue and intelligence as the citizens of any of their sister States, would never consent to utterly banish the Bible from their schools, and thus virtually repudiate its unequalled teachings of virtue and mo-



tianity and the Bible.

I would not force the attendance of scholars, against their parents' or guardians' will, on the exercises of reading the Scriptures and offering prayer. The conscientious scruples of men are always deserving of respect; and no School Board, or liberal community, would wish to be arbitrary or overbearing in matters of conscience. In all such differences of opinion, there are necessarily two parties, and each have their rights; and these should be equally respected, so far as it is possible to do Where there are any honest objections to such exercises and the School Board should be the judge in such cases—then it might be advisable to have these exercises conducted a little before the regular hour for opening the school, as I learn has been the case in the Watertown schools, or if in school hours, that such scholars might be permitted to retire; so that the children and wards of parents and guardians conscientiously objecting to their attendance on these exercises, might not be compelled to be present.

Version of the Bible read in school, it is their right to claim their preference; if a majority prefer to have Douay or Catholic edition read, it is their equal right to have it—but, in a matter of this kind, the Board in fairness and justness should faithfully represent the wishes of the district. But let the Bible be read, whatever be the version, reverently and impressively, and the blessing of the God of the Bible will never fail to attend it.

If the teacher sees proper, with the consent or approval of the School Board, to make remarks to his school of a moral character and application, he should be extremely cautious, and not travel out of his way to lug in anything that could, even by the most fastidious, be construed into a sectarian tendency. Such conduct would be bigoted, uncalled for, and unjustifiable—a direct infringement of the Constitution, and a violation of all confidence reposed by the district in the judgment and propriety of the teacher; and would, in my opinion, be sufficient cause for his dismissal.

Thousands and tens of thousands of judicious teachers, in the Old World and the New, constantly impart moral instruction to their pupils, without ever once obtruding, or desiring to obtrude, their views or opinions upon religious tenets or sectarian differences. I should have no fear of any such narrowminded obtrusions, and violation of good faith, in the teachers of Wisconsin; while, on the other hand, to carry out the true spirit of moral instruction, on all suitable occasions, deveid of all sectarian tendencies, would, beyond all question, make the most enduring beneficial impressions. It would be folly, nay worse than folly, to say that no moral instruction whatever should be given in our public schools. It is done every day, in every school of the land—for nearly every text-book, from the primary reader to the higher works on philosophy, geology, and intellectual science, convey very properly more or less moral instruction, and none think of branding them as sectarian.

But, you may ask, may not a majority of the School Board, if they see fit, utterly refuse to tolerate the Bible, prayer, and moral instruction in the public school? We might obstinately and insanely refuse food for our perishing bodies, as well as for our craving immortal minds, but we should only spite and injure ourselves by so rash and suicidal an act. I have no doubt the Board might legally thrust the Bible from the school-house, and stifle the voice of prayer, for these are not among the studies specially prescribed by law; but they may very properly be regarded as among the "such other branches of education as may be determined upon by the Board," as the law allows, if the Board think proper to include them. The District Board, too, under the advice of the Superintendent of Public Instruction, have power to determine the text-books to be used; and I should ever feel bound to regard with special favor the use of the Bible in public schools, as pre-eminently first in importance among text-books for teaching the noblest principles of virtue, morality, patriotism, and good order—love and reverence for Godcharity and good will to man.

Very respectfully, LYMAN C. DRAPER, Sup't Public Instruc'n.

## TEXT BOOKS RECOMMENDED.

In this age of improved text books it is no pleasant task to commend one book or series of school books, as superior to all others of the kind. Yet it is one of the obligations imposed by law on the State Superintendent—"it shall be his duty to recommend the introduction of the most approved text books, and as far as practicable to secure a uniformity in the use of text books in the Common Schools throughout the State." "The Board in each district shall have power, under the advice of the Superintendent of Public Instruction, to determine what school and text books shall be used in the several branches taught in the school of such district." The law, then, makes it the "duty of the State Superintendent to recommend," while "the power of determining what school and text books shall be used," is vested in the District Board, under the advice of the State Superintendent. It is a further duty of the State Superintendent to secure, as far as practicable, a uniformity in the use of text books throughout the State. How all this can be effected, is not so easily determined.

It would be folly for the State Superintendent to recommend text books, and endeavor to secure a uniformity in their use, if the District Boards have full power to determine this matter for themselves. And if the four thousand District Boards in the State, have full control of this subject, and can select what text books they please, how can a uniformity by any possibility be secured? But this power on the part of the District Boards is plainly limited; they can only determine under the advice or recommendation of the State Superintendent. To meet this view of the case, and leave the District Boards some latitude, two kinds of text books upon the principal branches taught, are respectfully recommended in the following list.

Other series of Readers are regarded as good,—Towers', Sargent's, Town & Holbrook's, Sanders', and Lovell's; but after a careful examination of the merits of all, and consultation with several of the prominent educators of the State, preference is given to Parker & Watson's new series of National Readers,

and McGuffey's Eclectic Educational series.

It has been already observed, that when different text books from those here recommended are at present in use, a sudden change might not be desirable; but as soon as the old supply is

worn out, and sooner, if the district will sanction it, let the proper change be made—for the proficiency of the scholars will greatly depend upon their having the best text books extant.

Spellers and Readers:

National Series.

McGuffey's Series.

Moral Instruction:

The Bible.

Cowdery's Moral Lessons.

Grammars:

Greene's First Lessons.

Greene's Elements of English Grammar.

Greene's Analysis.

Clark's Grammar.

Geographies:

Monteith & McNally's Series.

Warren's Geography.

Warren's Physical Geography.

Mathematics:

Davies' Arithmetics and Algebras.

Ray's Arithmetics and Algebras.

Stoddard's Intellectual Arithmetic.

Colburn's (Prof. D. B.) Arithmetic, and its Applications.

Davies' Higher Mathematics.\*

Composition, fc:

Brookfield's First Book.

Quackenboss' First Lessons.

McElligott's Analyzer.

Speakers:

Northend's Little Speaker.

McGuffey's New Eclectic Speaker.

Northend's American Speaker.

Zachos' New American Speaker.

 $oldsymbol{Book-keeping:}$ 

Mayhew's Practical System.

Fulton & Eastman's Book-keeping.

Histories:

Lossing's Primary U. S. History.

<sup>\*</sup>Since the publication of the preceding list, Robinson's Mathematical Series.

Loomus' Normal Arithmetic, and Olmsted's Rudiments of Natural Philosophy and Astronomy, have been examined, and found worthy of being recommended as useful text books.

Lossing's Pictorial U.S. History for Schools. Wilson's Outlines of General History. Willard's Universal History.

Outline Maps:

Pelton's.
Mitchell's.

Drawing:

Coe's Drawing Cards.

Otis' Drawing Books of Animals and Landscapes.

Government:

Sheppard's Constitutional Text Book.

Philosophy, &c:

Parker's Philosophy. Wells' Philosophy.

Wells' Science of Common Things.

Peterson's Familiar Science.

Chemistry:

Porter's First Book of Chemistry. Porter's Principles of Chemistry. Youman's Class Book of Chemistry.

Botany:

Wood's First Lessons. Wood's Class Book. Gray's Botanical Text Book.

Astronomy:

Kiddle's Manual.

Geology:

Hitchcock's.

Physiology, Hygiene, &c.

Loomis' Physiology.

Mrs. Porter's "Know Thyself."

Cutter's Physiology.

Zoology:

Mrs. Redfield's Chart of the Animal Kingdom.

Mrs. Redfield's Zoological Science.

Music:

Bradbury's Young Melodist. Bradbury's School Singer.

Reference Books:

Webster's Dictionaries.

Lippincott's Pronouncing Gazetteer of the World.

Lippincott's Gazetteer of the United States.

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National Series.

McGuffey's Series.

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The Bible.

Cowdery's Moral Lessons.

Grammars:

Greene's First Lessons.

Greene's Elements of English Grammar.

Greene's Analysis.

Clark's Grammar.

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Warren's Geography.

Warren's Physical Geography.

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Ray's Arithmetics and Algebras.

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Botany:

Wood's First Lessons. Wood's Class Book. Gray's Botanical Text Book.

Astronomy:

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Geology:

Hitchcock's.

Physiology, Hygiene, &c. Loomis' Physiology.

Mrs. Porter's "Know Thyself." Cutter's Physiology.

Zoology:

Mrs. Redfield's Chart of the Animal Kingdom. Mrs. Redfield's Zoological Science.

Music:

Bradbury's Young Melodist. Bradbury's School Singer.

Reference Books:

Webster's Dictionaries.
Lippincott's Pronouncing Gazetteer of the World.
Lippincott's Gazetteer of the United States.

## School Architecture:

Barnard's School Architecture, or Contributions to the Improvement of School Houses in the United States, \$2.

Barnard's Practical Illustrations of the Principles of School Architecture—an abridgement of the preceding—price 50 cents.

Johonnot's Country School Houses.

\*\* The School Teacher's Library is eminently worthy of the attention of all educators. The series consists of—

Northend's Teacher and Parent.

Page's Theory and Practice of Teaching.

Mansfield on American Education.

De Tocqueville's American Institutions.

Davies' Logic of Mathematics.

Mayhew on Universal Education.

Root on School Amusements.

# TABULAR STATEMENTS.

250

SHOWING AMOUNT OF INCOME APPORTIONED.

TABLE No. I.

Adams Bad Ax. \$53 08 Brown 757 71	1091	1852	1863	1854	1855	1856	1857	1856
					I	88		461
	93	162 72	204 75	452 88	715 64	1,141 00	1,484 54	1,959 75
_		21 8				<del>6</del> 8		27
****	:	•			*	176		119
161	8	273 60	810 95	842 96	828 18			
Chippewa	:							
•	:		**********		*********			
1,213	20	1,478 96	1,637 65			4,578 70		917
152			181 25	485 28	618 41	912 80		
2,737	11			567	841	312		92
3.214	8		414					28
								120
Douglas						55 50		
Dann							180 18	
			*****				•	
2,133	88	2,504 16			887		6,667 32	
2,527	-		613		981			
1,983	_		853		858		4,022 04	
061,1 ]	-	1,689 16	1,723 95	8,063 60	3,698 97	8,659 60		
Jackson	:				107		***********	
Jefferson 2,555 I	- 11	2,738 40	2,805 30	5,322 72			7,702 20	
	:	•		•				
	-					************		
1.951	_							_
76	28	11 04	150 80	302 40	660 10	878 20	1,122 68	1,741 50
1,481								_

Manitowoc	98 91	415 20	671 50	1,233 36	1,995 59	2,703 00	3,340 92	4,815 75
Marathon								
Marquette	778 55	1,333 44	_	583	53	2	013	Ŧ
Milwaukee	4,909 55	4,972 80	5,047 65					453
Monroe		************					67.7	
Oconto								2
Outagamie	379 90	878 44	410 85	702 00	1,003 22	1,086 80	3	-
Oznakea	*****							
Pepin	***************************************				- 4			
			23 40	70 56	108 88	84.8	824 06	
Polk								-
Portage								-
Racine	2,485 04		_					157
Richland	148 82	218 #8	_					25
Rock	8,804 30		3,764 25	6,320 88		7,734 30		_
St. Croix	18 81	140 64					-	덿
Sauk		905 76	1,040 85		2,836 01	3,276 00	8,646 50	_
Вражава	**********						क्ष	
Sheboygan	1,840,86	1,814 40	1,999 35	8,605 76		5,034 40		_
Frempeleau			4					_
Walworth		3,406 56						25
Washington		3,721 92						198
Waukesha	8,261 05	3,595 20	3,580 85	6,848 56				88
Waupacca		27.07	189 15	497 52	960 90	_		_
F suebars.								258
Winnebago	1,179 51	1,441 92	1,426 05	2,765 52			_	361
Wood	:							88
Works]	47 801 2K	K9 709 04	55 659 9D	90 100 GE	105 004 04	181 779 On	141 499 98	11R1 168 2K

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SHOWING AMOUNTS OF TAX RAISED IN EACH YEAR FOR SCHOOL PURPOSES.

TABLE No. II.

Counties.	1849	1860	1821	1852	1858	1854	1855	1856	1867
Adams							ı		
Bed Ax			82 24		123 00	262 82	433 11		-
Brown	*******	63 00	773 19	685 10		642 82		978 76	1,228 40
Buffalo	**********	********			•		•		
Calumet		175 45	149 12	151 48	306 00	847 10	440 03		
Chippews	******							200 00	
Clark									
Columbia	942 00								
Crawford									_
<b>Дапе</b>	1,509 67	2,828 50	1,690 61			744		174	
Dodge	1,116 10	5,667 58	1,607 40	1,686 28	1,768 10	8,159 53	4,037 83	8,327 66	
Door							•	-	
Douglass		•					1,150 00		
Dun		:							
Fond du Lac	86 83	4,693 77	2,205 47			262	918	2	
Grant	687 00	1,400 58	1,263 92	1,395 07		475	188	33	
Green		1,276 81	730 00			615	8	8	
JOWB	22 00	1,267 71	1,681 69		920 18	1,802 69	3,671 62	2,899 95	
Jackson						9	<b>96</b>	•	
Jefferson	1,125 21	2,763 43	1,442 77	1,880 00				8,048 60	
Juneau									
Kewaunee									425 00
Kenosha		2,599 92	2,480 69					6,126 83	
LA Crosse		4	138 88	402 83	809 11	840 84	915 48		
La Payetta.	183 90	1,089 99	887 67					2,178 97	

Espitowor.	920 00	790 96	264 16	570 64			1,044 73	***************************************	
Mersthon	*********	:::::::::::::::::::::::::::::::::::::::	***************************************	***************************************		_			291
Marquette		1,072 95	1,817 55	1,200 00	1,590 66	435		1,940 60	_
Milwaukeo.	1.602 75		7,456 87	7,635 64		_			672
Monroe		•		4		ş			020
_						170 00	280 00	815 00	299
Agemio	Outagemie		628 37	201 84					
Oraukee			•	:	835 60				
Pepin			•			-			
Pieree							100 00	264 24	
:		•					-		
							_		
	3,777 49	2,114 48	1.694 47	2,356 31	2,661 83	8,259 64	-	8,995 91	_
			368 57					-	_
Rook	938 61	6,128 37					_		
St. Croix		00 ss						*******	
	*****	434 20	1,405 59				_		
_	•								156 58
Sheboygan.	1,307 00	2,219 01	1,742 70	2,562 97	2,850 38		8,280 45	2,517 20	_
Prempeleau.									
Walworth	**	6,484 04	1.685 71			96	_		849
shington.	247	1,054 99	1,587 91			019	_		612
Waukesha		2,297 48	1,780 68			2,924 28	_		
Waupaca		, , ,				461	_	3,008 50	818
Watehara		•					_		253
Winnebago	130 00	1.859 97	1,888 05	1,584 59	2,412 82	2.629 65		8.164 13	
_						•			
otal	Total 16,932 42	51,461 38	48,567 57	46,521 88	48,446 85	66,990 13	90,192 57	72,604 88	128,161 04

TABLE No. III. SHOWING NUMBER OF DISTRICTS IN EACH YEAR.

Counties.	1849	1850	1851	1852	1858	1854	1855	1856	1857	(OSI
Adams					14	32	52	75	48	47
ad Ax			7	_	11	13,	1	10	65,	67
Brown	6			17	15	16	28	87	40	46
Buffalo		[						2	7	18
Zalumet	9	7	13	17	17	21	25	30	32	4-
hippewa		]				4	2	4	6	- 1
lark								2	2	
olumbia		71	82		1	110	109	111	119	12
rawford	16		9	11	13	13	21	36	53	6
Dane	97	89,	153	213	164	160	169	161	166,	17
Dodge			147	1.00	134	142	138	135	131	-
Door									3	1
Douglass							2	2	l I	
Ounn					l l				29	, ·
šau Clair			. <b>.</b> '		l l				8	1
fond du Lac	78	101	106	114	119	125	120	124	132	12
}rant	89	95	100	109	109		113	114		14
3reen	70	74	79			94			98	
ireen Lake	l!				,			1		4
OW:4		51	01			58	71	83	82	8
ackson	!					5	اچ' ا	0.0	22	2
efferson	78	88	91	89	100	93	178	106	107	
uncau				. **			4,0	100	68	_
Cewaunce	i			* * * *		* * * *	* * * *		6	2
Cenowha	l	an a	57	68	54	54	57	40	1	
& Crosse	[		2			15		49	52	5
& Fayette	61	64	69	69	71	77	24 28	26	29	3
a Pointe	"	-	03	08	11.	7.1	000	76	82	8
Janitowoe	7		23	33	201	****	6.0	****		•••
Iarathon		ا" ا	40	33	39	46	62	63	69	8
Turonatta	90	50	mai	40	2	5	0		5	
Jarquetto	39 66	62	76 66			82 85	84 60.	80	80	- 4
	000	4002	•••	64	UN	- 00	UV.	OIL	68	6
lonroe	• • • •	• • • •	* * * *		<u></u>	8	15		54	- 8
Conto				5			8	8	7	1:
Outagamie		• • • •	19	21				39	44	5
Dzaukec			* 4 =		49	54	51	58	52	4
epin					]					1:
erce					8		5	10	24	2
olk	٠				8		'		4	- 1
ortage		2		2				80	42	- 5
lacine	123	69	54		66		. 58	71	62	- 0
tichland		100	14			27	45	67	93	77
tock	99	104	104		115	108	121	122	206	203
St. Croix	1	2	8	6	_ <u></u>	9	10		37	3

## TABLE No. III .- continued.

# SHOWING NUMBER OF DISTRICTS IN EACH YEAR.

Coupties.		1849	1660	1851	1852	1853	1854	1855	1856	1857	1858
	-			(Remarks	<del></del>						-
Sauk	'	26	37	37	43	53		81	137	115	105
Shawanaw				, . ,				2	2		2
Sheboygan		53	71	72	79	85	86	91	95	100	102
Trempeleau	.						9	9	7	18	15
Walworth		108	100	104	98	92	96	97	107	96	97
Washington		112	114	126	146	91.	91	89	83	83	81
Waukesha		81	101	100	99	85	88	83	85	87	86
Waupaca				- 8		17	22	32	-86	62	81
Waushara	, '		, 1		21	99	30	42	57	59	66
Winnebago		.38	58	47	50	- 69	58	- 87	62	62	65
Wood								,	4	7	12
						<u> </u>				_	_
Total		1480	1659	1846	2006	2069	2038	2479	2666	3014	8181

## TABLE NO. IV.

### SHOWING,

### APPORTIONMENT OF SCHOOL FUND INCOME-1858.

Counties and Towns,	No. of Children.	Apportion ment.
DANG-		
Adams	112	\$84.0
Chester		81 7
Dell Prairie		199 5
Easton		56 2
Grand Marsh		132 7
Jackson	114 136	85 5 102 0
Quincy		54 0
Strong's Prairie	246	184 5
Springville		178 2
White Creek	96	72 0
Preston	109	81 7
New Haven	205	153 7
	1,948	\$1,461 0
Webster Greenwood Harmony Hillsborough Stirling Viroqua Forest Whitestown Union Franklin Kickapoo Wheatland Christiana Jefferson	153 151 580 73 80 34 274 236 169 168	66 0 79 5 105 7 114 7 118 9 485 0 54 7 60 0 25 5 177 0 126 7 126 7
	2,613	1,959 7
BOWN-		l
Green Bay City	917 1280	687 7
Green Bay Town		980 0
New Denmark	110	88 6
Lawrence:		183 0
Howard	822	241 6
Depere Village		177 7
Bellevue		189 1
Wrights Town	188	99 7
Morrison	51	36.5



Counties and Towns.	No. of Children.	Apportion- ment.
Brows—continued.  Holland	187 209	\$102 78 156 75
Rockland	105	78 75
Depere	118	88 50
Glenmore	58	89 75
	4,890	8,247 50
BUTTALO-		
BelvidereBuffalo	80 77	22 50 57 70
Waumundee		89 00
**************************************		
	159	110 22
CALUMET		291 00
Brothertown		87 50
Charlestown.		1700 -04
Lima	177	182 78
Chilton		205 50
New Holstein	293 80	219 70 60 00
Rantonil Stockbridge	424	318 00
Woodville	68	47 25
	1989	1,491 76
CEXPPEWA-		
Chippewa Palls	54 . 84 .	40 50
Eagle Point	75	68 00
	XIIII	108 50
CLARK— Weston	25	18 78
Pine Valley	61	45 78
	86	64 50
Chawford—	<b>.</b>	
Prairie du Chien	980	697 50
Eastman		196 50
Marietta		91 50 108 50
Scott		345 25
Utica		118 50
Clayton.	194	98 00
Freeman	194	145 60
	2255	1,691 20
Columbia		
Arlington	288	174 70
Caledonia	906	- 00



Counties and Towns.	No. of Children.	Apportion ment.
MBIA—continued.		
Courtland		278 7
Columbus		476 2
Dekorra		287 2
Pt. Winnebago		285 5
Fountain Prairie	886	289 6
Hampden		202 5
Leeds		228 0
Lowville		176 2
Lodi		810 5 254 2
Marcellon		287 0
Newport		209 2
Otsego		201 7
Pacific		78 0
Portage City		787 2
Randolph	425	318 7
Scott	814	285 5
Spring Vale		201 0
West Point	228	171 0
Wyocens	490	<b>36</b> 0 0
	7,890	5,917 6
<b>}</b>	1	
Otumba	161	120 7
	   859	940.9
Albion	859 236	269 S
Albion	236	,
Albion Berry Black Earth	236 564	423 0
Albion	236 564 196	423 0 189 6
Albion Berry Black Earth Blooming Grove Blue Mounds Bristol	236 664 196 259 239	423 0 189 5 194 2
Albion Berry Black Earth Blooming Grove Blue Mounds Bristol Burke	236 664 196 259 239 342	423 0 189 8 194 2 254 1 256 5
Albion Berry Black Earth Blooming Grove Blue Mounds Bristol Burke Christians	236 664 196 259 239 342 642	423 0 189 8 194 2 254 1 256 5 406 6
Albion Berry Black Earth Blooming Grove Blue Mounds Bristol Burke Christiana Cottage Grove	236 664 196 259 339 342 542 471	423 0 189 6 194 2 254 1 256 6 406 6 858 2
Albion Berry Black Earth Blooming Grove Blue Mounds Bristol Burke Christiana Cottage Grove Cross Plains	236 664 196 259 239 342 642 471 800	423 0 189 6 194 2 254 1 256 5 406 6 853 2
Alblon Berry Black Earth Blooming Grove Blue Mounds Bristol Burke Christiana Cottage Grove Cross Plains Dane	236 664 196 259 339 342 642 471 800 839	423 0 189 6 194 2 254 3 256 5 406 6 858 3 295 0 254 0
Albion Berry Black Earth Blooming Grove Blue Mounds Bristol Burke Christiana Cottage Grove Cross Plains Dane Deerfield	236 664 196 259 339 342 642 471 800 839 271	423 0 189 5 194 2 254 1 256 5 406 5 253 2 254 0 208 2
Albion Berry Black Earth Blooming Grove Blue Mounds Bristol Christiana Cottage Grove Cross Plains Dane Deerfield Dunkirk	236 664 196 259 339 342 642 471 800 839 271 599	423 0 189 5 194 2 254 3 256 5 406 5 253 0 254 0 203 2 449 1
Albion Berry Black Earth Blooming Grove Blue Mounds Bristol Burke Christiana Cottage Grove Cross Plains Dane Deerfield Dunkirk	236 664 196 259 339 342 642 471 800 839 271 599 248	423 0 189 5 194 2 254 3 256 5 406 5 253 3 235 0 254 0 208 2 449 1 186 0
Alblon Berry Black Earth Blooming Grove Blue Mounds Bristol Burke Christiana Cottage Grove Cross Plains Dane Deerfield Dunkirk Dunn Fitchburg	236 664 196 259 339 342 642 471 800 839 271 599 248 420	423 0 189 5 194 2 254 3 256 5 406 6 853 3 295 0 203 2 449 1 186 0 815 0
Alblon Berry Black Earth Blooming Grove Blue Mounds Bristol Burke Christiana Cottage Grove Cross Plains Dane Deerfield Dunkirk Dunn Fitchburg Madison	236 664 196 259 339 342 642 471 800 839 971 599 248 420 264	423 0 189 6 194 2 254 3 256 5 406 6 858 3 295 0 264 0 208 9 449 1 186 0 315 0
Albion Berry Black Earth Blooming Grove Blue Mounds Bristol Burke Christiana Cottage Grove Cross Plains Dane Deerfield Dunkirk Dunn Fitchburg Madison Madison City	236 664 196 259 339 342 642 471 800 839 271 599 248 420 264	423 0 189 5 194 2 254 3 256 5 406 6 858 3 295 0 264 0 208 2 449 4 186 0 198 0
Albion Berry Black Earth Blooming Grove Blue Mounds Bristol Burke Christiana Cottage Grove Cross Plains Dane Deerfield Dunn Fitchburg Madison Madison City Medina	236 664 196 259 339 342 642 471 800 839 271 599 248 420 264 1,965 844	423 0 189 5 194 2 254 3 256 5 406 5 235 0 254 0 208 2 449 1 186 0 1,896 7 258 0
Albion Berry Black Earth Blooming Grove Blue Mounds Bristol Burke Christiana Cottage Grove Cross Plains Dane Deerfield Dunkirk Dunn Fitchburg Madison City Medina Middleton	236 664 196 259 339 342 642 471 800 839 271 599 248 420 264 1,865 844 468	423 0 189 6 194 2 254 2 256 5 406 6 203 2 249 1 186 0 1,896 7 258 0 847 2
Black Earth Blooming Grove Blue Mounds Bristol Burke Christiana Cottage Grove Cross Plains Dane Deerfield Dunkirk Dunn Fitchburg Madison Madison Middleton Montross	236 664 196 259 389 342 642 471 800 889 971 599 948 420 264 1,965 844 468	423 0 189 6 194 2 254 2 256 5 406 6 253 0 254 0 203 2 449 1 186 0 1,896 7 258 0 847 2 259 5
Albion Berry Black Earth Blooming Grove Blue Mounds Bristol Burke Christiana Cottage Grove Cross Plains Dane Deerfield Dunkirk Dunn Fitchburg Madison Madison Middleton Montross Oregon	236 664 196 259 259 289 342 642 471 800 889 971 599 248 420 264 1,865 844 468 846 441	423 0 189 6 194 2 254 3 256 5 406 6 263 3 295 0 264 0 208 3 449 3 186 0 1,896 7 258 0 847 2 359 5
Albion Berry Black Earth Blooming Grove Blue Mounds Bristol Burke Christiana Cottage Grove Cross Plains Dane Deerfield Dunkirk Dunn Fitchburg Madison Middleton Montross Oregon Perry Primrose	286 664 196 259 289 342 642 471 800 839 271 599 248 420 264 1,865 844 468 846 441 170 261	423 0 189 6 194 2 254 2 256 5 406 6 253 2 254 0 264 0 208 2 449 1 186 0 1,896 7 258 0 315 0 1,896 7 258 0 347 2 359 8
Albion Berry. Black Earth Blooming Grove Blue Mounds Bristol Burke. Christiana. Cottage Grove Cross Plains. Dane. Deerfield Dunkirk Dunn. Fitchburg Madison Middleton Montross Oregon. Perry. Primrose Pleasant Springs	286 664 196 259 389 342 642 471 800 839 271 599 248 420 264 1,805 844 468 846 441 170 261 489	423 0 189 5 194 2 254 2 256 5 408 6 258 2 295 0 254 0 208 2 449 1 186 0 1,896 7 258 0 258 0 1,27 5 196 7
Albion Berry Black Earth Blooming Grove Blue Mounds Bristol Burke Christiana Cottage Grove Cross Plains Dane Deerfield Dunkirk Dunn Fitchburg Madison Madison City Medina Middleton Montross Oregon. Perry	236 664 196 259 339 342 642 471 800 839 271 599 248 420 264 1,965 844 468 846 441 170 261 489	254 3 256 5 406 5 853 3 295 0 203 2 449 3 196 0 315 0 1,896 7 258 0 847 2 959 5

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Counties and Towns.	No. of Children.	Apportion- ment.
DARR—continued.	900	#007 00
Spring Dale	908 <b>39</b> 6	\$281 00 287 00
Springfield	438	828 50
Vermont	195	146 26
Vienna.	232	174 00
Verona		276 00
Westport		236 25
Windsor	271	208 20
York	936	252 00
	13,800	10,350 00
Dongs-		
Ashippun	595	446 24
Beaver Dam	570	427 50
Beaver Dam City		625 50 277 50
Burnett		260 25
Chester		417 78
Clyman		421 50
Blba		842 00
For Lake	726	545 50
Herman		j 450 00
Hubbard		667 50
Hustisford		972 00 225 00
Le Roy		852 50
Lowell		454 50
Oak Grove	i	558 75
Rubicon		655 50
Thereas	568	428 00
Trenton		478 50
Williamstown		440 0
Westford		185 00 416 20
Lebanon		485 00
Parallet		
	13,113	9,884 70
Dung	43	81.50
Menomonee	OTA.	80 80
Rock Creek		24 90
Spring Brook	100	75 00
Eau Galla	184	188 00
	421	1 <b>8</b> 15 76
BAU CLAIRE-		]
Eau Claire.	200	150 00
Brunswick.		34 50 39 70
Bridge Creek		87 50
IINI		3, 0

Counties and Towns.	No. of Children.	Apportion ment.
Parix—		
Pepin	237	\$177 1
Bear Creek	81	60 7
	818	238
FORD DU LAC-		
Fond du Lac City	2,040	1,580 (
Fond du Lac Town		288 7
Ripon		688 7
Waupun		508 :
Metomen		480 8
Rosendale		285 (
Spring Vale		887 (
Alto	THE THEORY	288
Byron		j 807 i
Oakfield		881
Lamartine		<b>  818</b> (
Empire		206
Calumet		881,
Taychecdah		890
Eden		821
El Dorado		804
Friendship		168
Ashford		890
Auburn		259
Forest		294
Marebfield		860
Osceola	261	195
	11,899	8,549
Grant—		i
Bee Town		885
Clifton		270
Cassvillo		847
Ellenborough		294
Penimore		289
Tr		267
Harrison	914	685
Hazel Green	8.47	331
Hazel Green	1	
Hazel Green	868	
Hazel Green	868 107	125
Hazel Green	868 107 120	125 90
Hazel Green.  Jamestown  Lima  Little Grant  Liberty  Lancaster	868 107 120 781	125 90 548
Hazel Green.  Jamestown Lima Little Grant Liberty Lancaster Marion	868 107 120 781 252	125 90 548 189
Hazel Green  Jamestown  Lima  Little Grant  Liberty  Lancaster  Marion  Millville	868 107 120 781 252 597	125 90 548 189 447
Hasel Green Jamestown Lima Little Grant Liberty Lancaster Marion Millville	868 107 120 781 252 597 289	125 90 548 199 447 216
Hasel Green Jamestown Lima Little Grant Liberty Lancaster Marion Millville Muscoda Paris	868 107 120 781 252 597 289 265	125 90 548 189 447 216 198
Hazel Green  Jamestown  Lima  Little Grant  Liberty  Lancaster  Marion  Millville  Muscoda  Paris  Patch Grove	868 107 120 781 252 597 289 265 870	125 90 548 189 447 216 198 277
Hasel Green Jamestown Lima Little Grant Liberty Lancaster Marion Millville Muscodu Paris Patch Grove Platteville	868 107 120 781 252 597 289 265 870 1,071	125 90 548 189 447 216 198 277 903
Hazel Green Jamestown Lima Little Grant Liberty Lancaster Marion Millville Muscodu Paris Patch Grove Platteville Potosi	868 107 120 781 252 597 289 265 370 1,071	125 90 548 189 447 216 198 277 803 744
Hasel Green Jamestown Lima Little Grant Liberty Lancaster Marion Millville Muscodu Paris Patch Grove Platteville	868 107 120 781 252 597 289 265 870 1,071 992 427	548 189 447 216 198



No, of	Apportion-
Children.	ment.
229	\$171 75
135	101 25
167	125 25
180	97 50
10,472	7,854 00
598	444 75
919	689 25
491	869 25
424	818 00
512	884 00
459	844 25
466	849 50
482	824 00
453	889 75
857	267 75
851	263 25
839	254 25
217	162 75
814	285 50
228	171 00
218	163 50
6,778	5,079 75
856	267 00
209	156 75
1,211	908 25
734	550 50
576	432 00
446	834 50
1,249	936 75
459	344 25
299	224 25
618	463 50
268	201 00
328	246 00
0,150	3,004 10
801	225 75
103	77 25
69	51 75
88	62 25
60	45 00
43	82 25
	69 <b>88</b> 60



Counties and Towns.	No. of Children.	Apportion- ment.
APPERSON—		
Astalan		\$217 50
Cold Springs		219 00
Concord		895 25
Formington	532	399 00
Hebron	868	278 00
Ixonia	694	520 50
Jefferson	1,008 749	756 00
Koshkonong		561 78 809 78
Lake Mills		891 50
Milford		815 00
Oakland	T	450 00
Palmyra.		436 50
Sullivan		483 50
Watertown		697 50
Watertown City		2,652 75
Portland	889	291 7
Shields	489	866 73
OMIONES		
	18,040	9,780 00
NAAŲ		
Armenia		84.50
Necedah		65 23
Orange		36 75
Clearfield.		3 78
Germantown		141 73
Fountain		80 2
Lisbon		178 2
Plymouth		87 0
Linding	458	550 7/
Lemonwier		247 50
Waucedah		123 2
Wonewoo		104 20 93 00
Seven Mile Creek	143	107 25
Kildare		104 25
	2,829	1,746 75
WAUSE-	145	106 75
Kewaunee	130	97 50
	- 69	51 75
Wolf	230	172 60
######################################		
	574	430 50
ENOSHA—	1 44#	1 601 40
Kenosha City	1,415	1,061 2
Pleasant Prairie	578	438 60
Wheatland	562	421 50
Bristol	(con	381 7
Brighton Parls.	454 444	340 56 318 66

Counties and Towns.	No. of Children.	Apportionment.
KENOSHA—vontinued.		
Somers	439 544	829 25 408 00
	4,945	3,708 75
LA CROSSE-		
Onalaska	355 - 254	266 25 190 50
Buchanan		100 00
Berrie	207	155 25
Bangor		121 50
Neshonic	•	81 00
Burns	212 157	159 00 117 75
La Crosse City.	867	650 25
	2,822	1,741 50
LA FAYETTE—	385	288 75
Argyle Belmont	223	167 25
Benton	833	624 75
Centre	501	875 00
Elk Grove		814 25
Fayette		322 50
Gratiot		270 75
Kendall		801 50 131 25
New Diggings	•	432 75
White Oak Springs	•	204 00
Willow Springs	343	257 25
Wiota	619	464 25
Wayne	226 879	169 50 659 25
	6,644	4,983 00
Maxitowoc-		
Centreville	322	241 50
Cooperstown		222 00
Eaton	288 819	216 00 614 25
Franklin	465	848 75
Manitowoc	980	735 00
Manitowoc Rapids	436	827 00
. Maple Grove	197	147 75
Meeme	839	254 25
Mishicott		458 75 424 50
Newton		124 50
Schleswig .	180	97 50
Two Rivers	812	609 00
	6,421	4,815 75

Counties and Towns.	No. of Children.	Appor- tionment.
Marathon— Wausau	Sak	\$92 25
Mosinee		45 00
	108	187 25
MARQUETTE-		
City of Berlin		510 00
Berlin	The second second	217 5
Buffalo		284 75 190 50
Crystal Lake		147 75
Dayton		185 25
Green Lake		200.25
Kingston		259 50
Manchester		~ 274 50
Marquette		136 50
Moundville		107 25 273 00
Mackford		845 00
Medan		107 25
Neshkoro		99 00
Newton		121 00
Oxford	,	208 35
Packwaukee		179 25
Princeton		907 59 71 25
St. Marie	,	171 00
Shields		162 00
Beneca		78 75
Westfield		100.00
Sharon	202	101 60
	6,592	4,944 00
MILWAUKE		
Franklin		471 00
Greenfield		786 50 717 00
Granville.		792 75
Oak Creek		545 25
Lake		526 50
Milwaukee		762 00
Milwaukee City	11,870	8,902 50
	17,988	18,458 50
Morror—	1	
Angelo		119.35
Adrian		138 50
Clifton		54 75
Raton		12 00 128 75
Glendale		89 00
Leon		133 50
Little Falls		84 50



Counties and Towns.	No. of Children.	Appor- tionment.
MONROR—continued.		_
La Fayette	67	\$65 25
Porting	119	89 25
Ridgeville	74	55 50
Sparts	444	898 00
Sheldon	101	75 75
Tomah	78	64 70
Wilton	90	67 50
	1,887	1,415 20
Ocosto		
Oconto	102	144 00
Stiles	91	68 25
Marinette		
Pensaukee	90	67 50
	873	0.40 44
Ostagamin		
Appleton City	570	427 50
Bovina	84	68 00
Center	100	75 0
Ellington	169	126 7
Embarras	85	63 7
Freedom	312	159 0
Grand Chute	190	185 00
Greenville	202	151 50
Hortonia	167	140 24
Kaukana	890	297 00
Medina	168	126 0
	2,868	1,764 7
OSACKEE—		
Belgium	895	671 2
Cedarburg	1,042	781 5
Fredonia	682	474 0
Grafton	678	508 5
Mequon	1,264	948 0
Port Washington.	871	658 2
Saukville	529	896 7
	5,911	4,438 2
•		
PIERCE—		
Prescott	668	252 7
Clifton	99	16 5
Oak Grove	. 84	68 0
Greenwood	189	104 2
Trimbelle	47	85 2
Diamond Bluff		12 00 26 2
Mertill		
Perry	98	17 2



Counties and Towns.	No. of Children.	Appor- tionment.
Pience—continued. Pleasant Valley	74 91	\$56 <b>6</b> 0 68 25
	968	651 00
Polk— Le Roy	176 48	182 00 36 00
	224	100.00
Stevens Point. Plover. Stockton Buena Vista Almond Pine Grove. Lanark Amherst. New Hope.	537 217 225 181 100 87 106 70 95	402 78 162 78 168 79 135 75 75 06 65 26 79 56 72 56 71 28
City of Racine Racine Waterford Raymond Yorkville Dover Norway Rochester Burlington Mt. Pleasant Caledonia	8,418 890 496 456 433 460 830 829 776 523 599	2,563 56 292 56 372 06 842 06 824 73 845 06 247 56 246 76 582 06 892 21 449 21
	8,210	6,157 5
Akan. Buena Vista. Bloom.  Eagle Forest. Henrictta Ithaca Marshall Richland Richwood Rockbridge Sylvan	886 223 236 158 165 881 180 390 196 167	252 00 167 25 177 00 114 75 128 75 285 75 185 00 240 00 147 00 140 26

Counties and Towns.	No. of Children.	Apportionment.
ICHLAND—continued.		
Dayton		\$114 00 174 75
	2,994	2,245 50
r. Croix-	400	B00 00
Hudson		800 00 42 00
Pleasant Valley	* * I	80 75
Rush River		52 50
Somerset	****	45 75
Kinnickinnic	45	89 75
Star Prairie	117	87 75
	790	00G-D0
Avon	405	903 75
Spring Valley	873	279 75
Magnolis	KIX	810 50
Union	682	511 50
Newark	458	343 50
Center	445	333 75
Plymouth	845	258 75
Porter	878	279 75
Beloit	225	168 76
Beloit City	1,407	1,055 25
Rock	489	828 50 258 75
Janesville.  Janesville City	3,360	2.520 00
Fulton	685	498 75
Turtle	402	846 50
La Prairle	281	210 75
Harmony	818	239 50
Milton	548	407 2
Clinton	562	421 50
Bradford		808 20
Johnstown	484	825 50
Lima	XII	308 25
	18,857	10,017 75
EAWANAW		]
Matteson		22 50
Shawanaw	69	51 75
	99	74 95
AUK— Reedsburg	488	351 00
Dellona .		221 25
Woodland		98 75
Washington		208 50
Winfield	186	139 60
Westfield	225	108 7
Franklin	255	191

Counties and Towns.	No. of Children.	Appor- tionment
UK—continued.		
Kingston	819	\$239 2
Greenfield	188	141 0
Spring Green	329	246 7
Merrimae		192 7
Marston		326 2
Fairfield.,		175 5
New Buffalo		896 7
Baraboo		509 2 417 0
Prairie du Sao		800 0
Preedom		887 6
Honey Creek	400	201.0
	# DOM	4,656 0
EBOTGAN		
Abbott	471	858 2
Greenbush		401 2
Herman	510	382 5
Holland		584 7
Lima		463 8
Lynden	516	887 (
Mitchell,		231 (
Mosel		243 (
Plymouth		545 9
Rhine		272 2
Russell		84 (
Soott		825 1
Sheboygan,		239 2
Sheboygan City	1,869	1,026 7 758 7
Sheboygan Falls	1,005 284	218
***************************************		
	8,608	6,456 0
ENPELEAU— Trempelsau	278	208 8
Gale		99 7
Aroadia		
Preston		84 8
Sumner		
	457	849 7
ADWORTE—	4.07	843
Sharon	688	474 1
Darlen		365 2
Richmond		246 (
Whitewater	936	702 (
Walworth	DOUT	395 :
Delavan	818	613 6
Sugar Oreek	487	827 7
La Grange	/ 592	876 8

Counties and Towns.	No. of Children.	Appor- tionment.
VARWORTH—continued.		
Linn		\$268 2
Geneva		588 5
La Fayette		\$68 0
Troy	458	348 5
Bloomfield	406	349 5
Hudson		419 2
Spring Prairie		890 7
East Troy		453 2
Elkhorn	879	284 2
	9267	6950 2
Vashingtox—		
Addison		498 0
Barton		824 0
Erin		454 5
Farmington		447 7
Germantown		791 2
Hartford		645 0
Jackson		487 5
Kewaskum		220 5
Polk		684 7
Richfield		622 5 453 0
Trenton		880 2
Wayne		852.5
TTOO DOMESTOCK IN CONTRACT OF THE CONTRACT OF		
	8482	6961 5
VAUKRSHA-	<u> </u>	
Brookfield	781	585 7
Delafield		356 2
Eagle		870 5
Genessee		468 7
Lisbon		417 0
Menomonee		555 7
Mukwanago		863 7 890 7
Muskego		449 2
New Berlin		518 2
Oconomowoc		577 5
Ottawa		294 0
Pewaukee		414 0
Summit		809 0
Vernon		308 2
Waukesha		941 2
	9760	7820 0
•	8100	
	,	
MATPAGA—	,	920 5
WAUPAGA— Lind	294	, 220 5 806 0
Maupaga— Lind Mukwa	294 406	806 0
TAUPAGA— Lind	294 406 170	

Counties and Towns.	No. of Children.	Appor- tionment,
WAUPAGA—continued. Caledonia Soandinavia. Lebanon. Farmington Dayton. Royalton Bear Creek. St. Lawrence. Little Wolf.	. 164 60 157 286 127 42 74	\$78 00 123 00 45 00 117 75 214 50 95 25 31 50 55 50 18 75
Waushara— Bloomfield. Colorna. Dakota Deerfield. Hancock Leon. Marion. Mount Morris. Oasis. Plainfield. Poysippl. Richford. Ross. Bacramento. Saxville. Spring Water. Warren. Wautoma.	140 180 66 159 255 179 114 139 809 144 224 10 10 166 166	82 25 105 00 135 00 42 00 119 25 191 25 184 25 85 50 104 26 231 75 108 00 168 00 7 50 234 00 162 00 124 50 109 50 202 50
Wannabaco Algoma Black Wolf Clayton Neanah Menasha Nekimi Nepeuskin Oshkosh do City Omro Poygan Rushford Vinland Utica Winneconne Winekester Clayton (additional)	219 260 509 174 346 308 257 1456 748 186 354 458 360 275	176 50 164 25 195 00 381 76 385 50 259 50 231 00 192 75 1092 00 561 00 189 50 472 50 265 50 270 00 206 25

Counties and Towns.	No. of Children.	Appor- tionment.
Wood— Grand Rapids Centralia Rudolph	201 56 128	\$150 70 42 00 96 00
	385	288 7
"paid for Educational Journal 1, "paid for Dictionaries "paid Columbia County per chapter 24 of Laws of 1858 "paid Dane Co. per same Laws "paid Jackson Co. "paid Green Co. per act approved March 24, 1858	158 75 700 00 600 00 48 30 321 42 830 00 59 40	41,545
Being, 75 cents per scholar.	217 87	

segaw to announe egereva9% of hisq danold teq stadone Telam	89 50 8 46 9 08 11 10 00 11 00 00 10 00 00	9 63
Average smount of Wages elaft of blad plant Month paid to blad fine for the feethers.	\$12 25 22 00 22 00 18 66 12 25 28 83 12 25 26 00 20 00	21 81
Aver No. Months Bobools have been taught by a Female Teacher.	2 2 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	ای
Aver. No Months Schools have been tanght by a Maje Teacher.	8 8 8 8 1 8 1 8 1 8 1 8 1 8 1 8 1 8 1 8	
Average No. Months Chil- dren between 4 and 20 years of ago who have attended Behoof.	464484 6184 8 6 4646 8 6 6 6	4
No. of Children over 20 years of age who have attended School.	Ø F Ø Ø → Ø	17
No. of Children under 4 years of age who have attended Bohool.		R
No. of Children over 4 and under 20 y'rs of age who have attended School.	176 176 176 176 185 185 181 181 181 181 181 181 181 181	1796
Total No of Children residing in Town, over 4 and under 20 years of age.	100 125 809 1113 173 173 174 177 177 177 177 177 177 177 177 177	2271
No. of Female Children re- siding in Town, over 4 and under 20 y'rs of age.	250 250 250 250 250 250 250 250 250 250	1001
No of Male Children residing in Town, over 4 and ding in Town, over 4 and or 20 years of age	58 59 59 59 59 101 110 110 126 126 126 126 126 126 126 126 126 126	1180
Average No. of Months.		th the second
No of Bohool Houses in Joint Districts.	स्थल —   — सम्म   ल	14
No. of parts of Districts. which have not reported.		65
No of parts of Districts.	<b>の480-14:808-80:34</b>	123
No. of Districts which have not reported.		
No. of Behood Districts.	GH4446 12-100-400 H	÷
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25 21 21 22 21 22 22 23 24 25 25 25 25 25 25 25 25 25 25 25 25 25	249 249 26 20 120 120 1460	142 102 103 665 661 661 117 117 117 117 117 117 117 117
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BAD AX— Bergen Clintun Franklin Forcet Greenwood Hamburg Hallsborough Jefferson Kickspoo		Beleview Belleview Depore Village Depore Village Fort Howard Green Bay City Green Bay City Green Bay City Glenmore Glenmore Howard Howard Lawrence Lawrence Morrison Now Denmark Now Denmark Now Pittsheld, (new town Pittsheld, (new town

Average amount of Wages -6. To this of Month paid to 1-6. Teachers.	16 00 15 00	15 36	25 00 14 00 18 00 16 00	18 25 16 0 10 0
See Month part of Wages slaft of hisq discharge	21 00	25 96	20 00 15 00 16 86	20 41 81 00 26 50
Aver No, Months Schools have been tanght by a Female Teacher	50 44 04 03	4	E	8 1-8 4 1-6
atoon's Stantage Schools a New Action of the Second Second of the Second	en	4		4 8 8
Average No. Months Chil- dren between 4 and 20 years of age who have attended Beltool.	5 2-3	5 1-3	10 20 20 20 20 20 20	8 2
No. of Children over 20 years of age who have niterated School,		83		
No of Children under d years of age who have attended School.		138		4
Lo. of Children over 4 and one of age who of age who who was a second	105	24.14	258835	848 198 198
Total No of Children re- biding in Town, over 4 and under 20 ying of age.	166	4776	116 126 127 35 93 81	640 555 399
No. of Finale Childrenre- siding in Town, over 4 and under20years of age.	7.0	2283	80942514	268
No of Male Children resid- ing in Town, over 4 and imper 20 years of age.	200	2493	86588938	35 88 85 85 85 85 85 85 85 85 85 85 85 85
Average No. of Months	5 1 - 8	2	10 to do on orders on	1211
No of School Houses in				
No of parts of Districts.				
No of parts of Districts.	; r-4	307	া া	et
No. of Districts which have not reported.		-		-
Mo. of School Districts.	60-60	8		60 60
Mames of Connties and Towns.	BROWN—conf. Busmico		Buffelo. Buffelo. Belvidere. Waumandee Cold Springs. Oruss. Gilmanton	CALUMET

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121 201 152 152 153 153	1122	448	142	24.4	8	128 188 203 203 203
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Charlesown Chilton Harrison New Holstein Rentoul Stockbridge		Engle Point La Fayette Chippowa Palla.		CLABR.— Weston Plue Walley		Arlington Caledonia Courtland Columbus Pekorra Ponnstain Prairie

Average amount of Wages por the Fu-		11 50														_	13 70	
Teachers.	1 %	1 50												-	_	_	4.47	į
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Ayer, Mp. Months Schools Ager, Mp. Months Schools a fayer the Tencher,		60 t													21-2	 	4	
Aver Mo. Months Schools have been taught by a Male Tencher		41-2			23 12 12 13 14 15 15 15 15 15 15 15 15 15 15 15 15 15			2 2-5								Ct	31-2	
Average No. Months Chil- dren between 4 and 20 yenrs of age have at- attended School.	5 1-2	<u>.</u>	4 2-3		4			D 1-6					6 2-5		*****	5 4-5	10	
No. of Children over 20 years of age who have tended School.	   အ	ا شد	e4 ·	न्त्रीत र	30	:	œ		ń	-	ū	E-	ÇD.	<b>Ø</b>	IQ)		151	
No. of Children under 4 years of age who have attended School	60	02 1	ф	- 1	30	-	-		ମ	63	* * * * *	Ŀ-	රා	67	9	-	79	1
No. of Children over 4 and under 20 years of age who have attended School.	281	194	500	177	0	533	58	200	25.5	2	830	304	320	216	200	****	6376	
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Average amount of Wages point to Formand Teachers.	\$29 00	16 20 16 20 17 20 18 66 13 00	\$17.96	20 50 20 50 22 60 23 60	\$21 79
Average amount of Wages per Month paid to Mule Teachers.	<b>6</b> 50 00	28 00 22 00 53 83	827 77	\$20 00 40 00 87 50	\$32 50
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Average No. Months Chil- dren between 4 and 20 years of age have at- tended School.	7	13.4 201-3 31-3	62	8 5-18 2 5-7	81-2
No. of Children over 20 years of age who have attended School		PA I I	CI	9	8
No. of Children under dyears of age who have attended Behool.		t- c1 so	12		(6)
No. of Children over 4 and under 20 pirs of age who have attended School.	148	69 86 43 64 139	381	25 88 88 84 84 84 84 84 84 84 84 84 84 84	884
Total No of Children re- siding in Town, over 4 and under 20 y'rs of age.	174	60 1111 56 87 139	453	92 974 63 131	0.99
Prophid) Stams To. of f. p. of p.	86	999	215	41 119 27 63	200
No. of Male Children residing in Town, over 4 and under 20 years of uge	75	35.5 25.5 25.5 25.5 25.5 25.5 25.5 25.5	887	51 155 36 68	810
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Mames of Counties and Campus.	DOUGLASS— Superior	Menomonee Menomonee Linna. Eau Galla. Bock Creek. Spring Brook.		EAU OLAIRE— Bridge Creek Eau Claire. Brunswick Half Moon	

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FOND DU LAC-	City Fond du Lac	Auburn	Ashford			Calumet	Emoire		Eden	Forest	Friendship	Fond du Lac	Lemartine	Metomen	Oakfield	Osceola	Marshfield	Bosendale	Bpringvale	Taycheedsh	Waupun.	Ripon	Ripon city			GRANT-	6	Blue Biver		Kilenboro

Average amount of Wages per Month paid to Fe-male Teachers.	\$12 00			12 00								_	•	_	_	_	_	20 20	
Average amount of Wages per Month paid to Male Teachers.		14 00													_	_		_	_
Aver. No. Months Schools have been taught by a Female Teacher.	10	4	4	4	20	~	4	×	4	10	4	<b>જ</b>	9	4	တ	લ	10	<b>∞</b>	- 9 -
Aver. No. Months Schools have been taught by a Male Teacher.	C1	က	20	မ	2	20	4	4	4	<b>ゼ</b>	*	<b>20</b>	9	9	က	ထ	ಶ	ນ	₹
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No. of Children over 20 years of age who have attended School.	cc	લ	ಬ	4	લ	7	~	•	•	2	ಬ	• • • • •	9	cì	•	લ	•		4
No. of Children under 4 years of age who have attended School.	ಣ	က	2	•	<b>∞</b>	લ	61	9	C}	લ	<u>ත</u>	က	9	•	•	•	4	<b>o</b>	<b>~</b>
No of Children over 4 and under 20 years of age who have attended School.		162	•	189	253	490	1:56	300	139	233	465	164	175	220	636	663	<b>38</b> 3	200	- 8
Total No. of Children residing in Town, over 4 and under 20 years of age.	510	418	928	193	476	716	172	390	<b>38</b>	320	619	977	263	403	1038	1003	697	9 <del>7</del>	130
No. of Female Childen residing in Town, over 4 and under 20 y'rs of age.	230	185	441	8	244	348	88	161	8	147	308	119	126	186	496	495	195	111	63
No. of Male Children residing in Town, over 4 and under 20 years of age.	280	233	517	103	232	368	104	208	107	173	321	127	137	216	642	809	564	120	78
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No. of School Houses in Joint Districts.		:	:		:				<u>۔</u> س	•		<u>:</u>	<u>:</u>	_		<u>~</u>	_	<b>∞</b>	_: _:
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Mames of Counties and Towns.	GRANT—continued	Harrison	Hazle Green	Hickory Grove	Jamestown	Lancaster	Liberty	Lima	Little Grant	Marion	Millville	Muscoda	Paris	Patch Grove		Potosi	Smelzer	Wingville	Waterstown

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No. of Children over 4 and under 20 yr s of age who have attended School.	115 115 182	8649 2000 8090 8090 8090 8090 8090 8090 809	100
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Total No f Children resi- ding in Town, over 4 and under 20 years of age.	402	11208	147	하라	61.6	163	513	378	107	157	148
No. of Femule Children, residing in Town, over 4 and under 20 y'rs of age,	204	4488	27.51	116	130	300	250	187	93	1	75
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Names of Counties and	Watertown city 10 schools have been taught Oakland 5 6		JUNEAU- Armenia. Neceda.	Clearfield	Lishon	Plymouth	Liedina	Lemonwier	Marion	Womeros	Symmit

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JUNEAU—cont. Beren Mile Creek Kildare. Lynden.		KEWAUNEE— Kewaunee Caaco. Wolf Franklin Carkon. Red River. Coryville		KEROSHA— Kenceha Somers Pleasant Prairie. Bristol Salem Wheatland Brighton		LA CROBSE— La Crosse city Neshonio Farmington

Average amount of Wages - a for the paid to Fe-mail Teachers.	02 018	11 62	503		-					20 21 20 20 20 20 20 20 20 20 20 20 20 20 20
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No of Children over 20 years of age who have	10	138			বৰ ব		ac a		:	CR E-
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No. of Children over 4 and under 20 y'rs of age who imye attended School.	1064	7238	32	24.5	176	128	129	411	48	132
Total No. of Children resi- ding in Town, over 4 and under 20 years of age.	2019	11206	147	3 4	45.50	120	163	378	107	157
No. of Pennilo Children residing in Town. over 4 and under 20 y 12 of age.	204	4498	71	11	116	56	73	187	58	33
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Mames of Countles and	Wetertown city 10 schools have been taught Ockland		JUNEAU— Armenia	Clearfield	Germantown	Fountain	Plymouth	Lemonwier	Marion	Workwod

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Average amount of Wages per Month paid to Fe-male Teachers.	\$19 00 16 00 16 00 18 90 11 50	15	20088038 11222121
Average amount of Wages per Month paid to Male Teachers.	18 50 00 00 00 00 00 00 00 00 00 00 00 00	28 10	2888888 12828288
Aver, No Months Schools have been taught by a Female Teacher.	10 9 103-4	<b>6</b> 0	4444684
Aver, No. Monthe Schools and have been taught by a piet.	55 50 50 50	9	त्र क्षेत्र क्ष
Average No. Months Chil- dren between 4 and 20 years of age have attended School.	6.1.0	5	2000 00 00 00 00 00 00 00 00 00 00 00 00
No. of Children over 20 years of age who have attended School.	Ct 90	20	b to mioro
No. of Children under 4 years of age who have attended School.	०३ च वह	15	2002
No. of Children over 4 and under 20y'rs of age who have attended School.	122 122 123 123 123 123 123 123 123 123	2093	255 140 414 481 268 318
Total No of Children residing in Town, over 4 and a under 20 years of age.	273 273 273 273 273 273 273 273 273 273	2915	E \$ 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5
No. of Pemala Children re- arding in Town, over 4 A resolution of the contraction of the	00 744 88 88 88	1456	179 179 200 200 200 197
No. of Mule Children resi- ding in Town, over 4 and under 20 years of age.	105 101 123 131 131 65 74 66	1459	199 126 225 317 334 206
Average No. of Months. Schools have been taught.	5 .	05	61.2
which have not reported. No. of School Bouses in Joint Districts.		<u>:</u>   :	
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Ma, of Behool Districts.	00440004 f	**	ಹಾರಾಡ <b>್ಷವಹಕಾ</b>
Names of Counties and Towns.	LA CROSSE—cont. Greenfeld. Bangor. Barnes. Berrie. Bolland. Jackson. Gampbell. Buchanan—no report.		LA FAYETTE— Argyle. Belmont. Benton. Centra. Rik Grove. Payette.

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Average amount of Wages per Mouth paid to Make Leachers,	\$16 06 35 00	\$21 84	45 00 23 00	#32 00 #18 71 21 00 25 00
Aver. No. months Schools have been stanght by a Femile Teacher.	914	21.2	31-2	93.77
Aver. No. mantha Schools have been taught by a Male Teacher.	11.9	95	20 00 00 00 00 00 00 00 00 00 00 00 00 0	31.8 31.8 3.1.8
Average No. months Chil- dren between 4 and 20 years of age who have extended School.	91-0 59-4	184	80 00 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	4 44 6
No. of Children over 30 pare years of age who have assended Behool.	9	87	A	= = =
No. of Children under 4 years of age who have attended School.	60	18		14 20 40
No. of Children over 4 and under 20 yies of age who have attended School.	378	3081	245 88 11	196 130 138 138 848
Total No. of Children resi- ding in Town, over 4 and ander 30 years of age.	170	2002	116	25. 1985 1985 1985 1985 1985 1985 1985 1985
No.o' Pemale Children re- aiding in Town, over 4 and ander 20 y'rs of age.	39.2	3400	100	2 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8
No. of Male Children real- ding in Town, over 4 and ander 20 years of age.	412	3800	828	108
Average No. of months Schools have been trught	100 C	10	8 1.2	42.3 51.2 65.0
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Average amount of Wages paid to Female	********	21	20.01	23
Average amount of Wages per Menth paid to Male Teachers.	884 88	\$24 40	82 18 32 18	87 20
Aver. No. Monthal Schools have been tanght, by a Female Teacher.	क क 4 क 4 4 क वी द्वार	41-2	9 71-2 81-2	œp .
Aver. No. Months Schools have been taught by a Male Teacher.	28.4	83	20 Cd	61-2
Average No. Months Children t and 20 years of age have at-	20 <b>20 20 40 40 40</b>	4		
No. of Children over 20 years of age who have attended Bohdol.	e) P,e) =	238		69
No, of Children quder 4 years of age who have herended School,		40	10	<b>40</b>
No of Children over 4 and under 20 year of age who bave attended Behool.	2552853	1607	140 190 190 190 190 190 190 190 190 190 19	430
Total No. of Children resi- ding in Town, over 4 and under 20 years ofage.	155 111 191 196 196 198 68	2205	158 271 114 101	945
No. of Female Children re- siding in Town, over 6 and under 20 y'rs of age.	8488844	1077	131 97 45	300
No. of Mule Children residing in Town, over 4 and under 20 years of age.	8828423	1128	16.02	840
Average No. of Months. Bohoole have been taught.	*********	4 3-4	2112	7
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Average amount of Wages per Month paid to Fe-	618 17 12	\$14
Теасрата,	288	8
Average amount of Wages of Male of Male of Male	72 3 CE	\$27
Arer, No Months Schools bare been taught by a Personal Senater	444	4
Aver. No. Montha Schools have been taught by a Male Teacher	18-5	81-2
Average No Months Chil- dren between 4 and 20 years of age bave strended School.	684 61-2 534	41-2
No. of Children over 20 years of age who have attended Echool.	86 _ c4	2510
No. of Children under 4 years of age who have attended School.	305	2265
No. of Children over 4 and under 20 y'rs of age who have attended School.	254 254 3648	167730
Total No of Children residing fin Town, over 4 and ding in Town, over 4 and mides 20 years of age.	7918 430 4598	268667
No. of Female Children re- midne in Town, over 4 and ander 20 y're of age.	249 249 2196	128616
No. of Male Children residing in Town, over 4 and ding in Town, over 4 and ex.	4050 181 2402	68-5,134779
Average No. of Months Schools have been taught.	100	68.5
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bus selection to semality and Towns.	Winnebago Wood Rreen Lake	

## TABLE NO. VI.

Amount raised by tax, and expended for other purposes.	\$13 00 183 65 183 65 10 50 14 00 113 67 13 05 549 88	69 49
Amount raised by tax, and expended on School Houses.	105 83 105 83 100 00 100 00 10	\$31 00
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Amount paid for Teachers' Weges.	200 000 000 000 000 000 000 000 000 000	\$105 00
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Mames of Counties.	Adams Adams Choster Utill Prairie Baston Grand Marsh Jackson Leola Boww Haven Preston Quincy Richfield Bome Strong's Prairie Byringrille White Creek	BAD AX.— Bergen Citaten

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"The amount of money received from Town Treasurers for local district taxes, is evidently included by the District Clerks, or some of them, in their reports to the Town Superintendent of Franklin, under the bead of money received from other sources.

Amount rained by Tax and expended for other purposes.	10 00 81 00 42 11 70 11 71 70 8 00 11 71 70 8 00	348 96 28 70 344 04 269 16 85 00
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Names of Counties.	KENOSHA—Kenosha. Kenosha. Somera Picasant Prairie Bristol Salem Whestland Brighton. Paris.	LA CROSSE— La Crosse city Neshonoc Parmington Onalaska Greenfield Barnes Barnes Holland

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Amount raised by tax, and expended on School Houses	21 50 1300 00 100 00 454 70 20 00 237 00 725 14	49 00 211 39
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Amount raised by tax, and expended for other purposes.	80 00 80 00 10 00 106 00 404 90	50 00 118 50 10 00 178 50
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\* The amount of money reported as received from County Treasurer in town of Budolph, includes the amount reported in

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Mames of Counties and Towns.	PAUPACA— Dayton Farmington Farmington Scandinavia Iola Lind Waupaca Bit Lawronce Weyauwega Bit Lawronce Weyauwega Little Wolf Caledonia Makwa Lebanon Bear Creek Union	- 14

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Amount Library Fines.		
No. Volumes loaned du- ring the year.		850
No. Volumes in all the		510
No. Joint Libraries.		64
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No. Schools without Out-	40.0	6 000
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No. School House Sites	60 10 10	\$   == = = o
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No. Volumes loaned du- ring the year.	168 21 967	495	1062	1667		1427	# 25 %	75.9
No. Volumes in all the Libraries.	103 572	385	1795	1325		2788	900	917
No. Joint Libraries.	8	:= :	: 7	ន្តន		ន	C/ 4 m	2
No. District Libraries.	N. 00 F-	<del>=</del> :	69	75		<b>2</b> 6	247	-3
No. of Schools without Outline Maps.	488	25,0	145	385	4-	122	<u> </u>	22
No. of Schools without a Blackboard,	2841	<u> </u>	<u> </u>	\$ Z S	∞		222	
No. School House Sites unenclosed,	222	•				188	51 58 58 50 58 58	88
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TABLE VIII.—SHOWING THE NUMBER OF TOWNS IN BACH COUNTY, USING THE DIFFERENT TEXT BOOKS.

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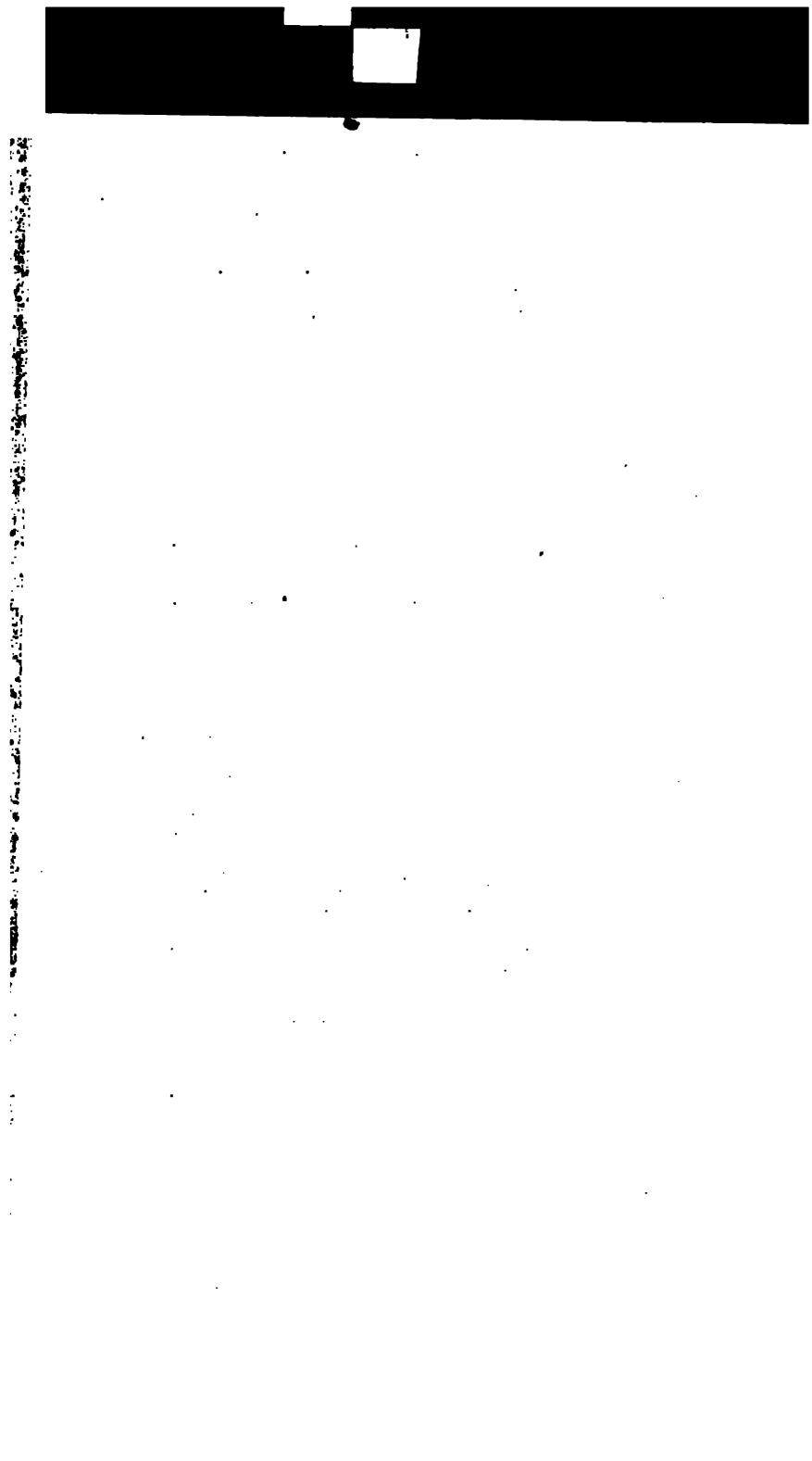


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#### ELEVENTH

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### ANNUAL REPORT

ON THE

#### CONDITION AND IMPROVEMENT

OF THE

# COMMON SCHOOLS

AND

#### EDUCATIONAL INTERESTS

OF THE

STATE OF WISCONSIN,



BY LYMAN C. DRAPER, STATE SUPERINTENDENT OF PUBLIC INSTRUCTION.

MADISON, WIS.:

JAMES ROSS STATE PRINTER.

PRINTED AT THE "PATRIOT" BOOK AND JOB OFFICE.

1859. ~





# Office of Sup't of Public Instruction, Madison, Dec. 10th, 1859.

To HIS EXCELLENCY, A. W. RANDALL,

Governor of the State of Wisconsin:

SIR:—I herewith transmit, through you, to the Legislature, the Annual Report of this Department.

I have the honor to be, with much respect,
Your obedient servant,
LYMAN C. DRAPER.



### ELEVENTH ANNUAL REPORT.

#### To the Legislature:

In accordance with the provisions of law, I have the honor to submit to your body the ELEVENTH ANNUAL REPORT of this Department.

#### ABSTRACT OF SCHOOL REPORTS.

Affull abstract of all the reports received from the Clerks of the County Boards of Supervisors, will be found appended to this Report. Probably for the first time in the history of the State have the returns been received from every County in time for the use of the State Superintendent in making up his Annual Report. Burnett County is not taken into the account, which has never yet been organized, and of course no report from it need be expected.

Number of Children.—The whole number of children of school age, between the years of four and twenty years, is 278,871—showing an increase over last year of 14,519. Last year's increase over the preceding year was 22,807; and the year before over its predecessor was 27,656. The great diminution of increase for the past two years, and especially for the past year, must be attributable, in a great measure, to the check given to immigration to our State on account of the stringency of the times.

School Attendance.—Owing to an unfortunate omission in a portion of the blanks, the returns are not sufficiently complete

to afford any reliable data as to school attendance; but from the real poverty of the people in many of the newly settled counties, and their consequent inability to clad their children comfortably during the severities of the cold portion of the year, it may be presumed that the attendance has not been quite so large as last year. I have been informed, upon what I deem credible authority, that in the County of Columbia alone, fully one thousand children were unable to attend school last winter, on account of their parents being unable to provide them with the necessary shoes and clothing. As there were nearly 97,000 children of school age last year who did not attend school, we may conclude that the number the past year has considerably exceeded one hundred thousand. It is a melancholy reflection, that in this enlightened age, with all the facilities afforded for free education, with the liberality of the General Government, and the fostering care of the State, more than one-third of all our children of school age are growing up in ignorance of even the rudiments of an education, and ignorant, moreover, of the weighty responsibilities that will soon devolve upon them as citizens of a great State, boastful of its progress and intelligence. I ventured, in my last Report, to make some suggestions on this subject, and hence need not repeat them here.

Length of Schools.—Ten years ago, the average length of time the schools in the State were taught, was a trifle less than four months. This average has slowly but steadily increased, until last year it reached an average of five months and three-This year, from the poverty of the people, no doubt, we find a slight diminution—the statistics showing but five and a half months. It should be a source of real gratification, that our people, amid the most oppressive poverty they have ever probably experienced, have so nobly and heroically sustained their schools—and they have doubtless been able to do so, by exercising, oftentimes, the most rigid self-denial. I should repeat my suggestion of last year, that the time required by law for the maintenance of public schools, in order to entitle them to share in the School Fund distribution, be increased from three to four months; but I am persuaded that the people in nearly all the sparsely settled frontier counties are yet too poor to meet this increased demand; and while it should be done at the earliest practicable day—and in due course of time, gradually still farther extended—it would not now, in my opinion, be wise to attempt it. We should all feel for the distresses of the poor, and not place too heavy burthens upon them. The statistics show that no less than sixteen counties have the past year failed to maintain an average of four months school—and these, as might be expected, are all frontier counties, unless Columbia and Sauk should be regarded as exceptions.

Number of Districts.—The number of school districts in the State which have reported, is 3,538, together with 118 unreported, and 1,611 parts of districts. Last year the number of districts reported were 3,181, together with 183 unreported, and 1,566 parts of districts. The unreported districts are over one-third less than last year, and the reported districts show an increase of 357, and the parts of districts 45. Last year there were 87 parts of districts that failed to make a report; this year but 78. The total number of districts in the State, estimating two and a half parts, upon an average, to a joint district, is 4,331.

Value of School Houses.—The total valuation of the school house property in the State ten years ago was \$75,810 75; 1857, \$863,478 49; in 1858, \$1,127,191 69; and now, in 1859, \$1,185,191 73—showing an increase in valuation, since last year, of 58,000 04. The highest valuation of any school house in the State, is one in Milwaukee, at \$20,000; the lowest valuation is one in the town of Scott, in Sheboygan County, at 25 cents. Milwaukee, as already indicated, reports the most costly school house, \$20,000; Janesville one at \$14,000; Kenosha one at \$12,000; La Crosse one at \$10,000; Sheboygan one at \$8,000; Dodge and Winnebago one each at \$7,000; Racine, one at \$6,000; Dane and Grant one each at \$5,000; Jefferson one at \$4,540; Crawford one at \$4,323; Brown and Ozaukee one each at \$4,000; Portage one at \$3,500; Sauk and Waukesha one each at \$2,500; Fond du Lac, Iowa, Juneau, Manitowoc, Richland and Waushara one each at \$2,000; Green and Oconto one each at \$1,600; Columbia, Eau Claire, Jackson and Washington one each at \$1,500; La Fayette one at \$1,400; and Bad Ax and Green Lake one each at \$1,000.

Ten years ago there were 511 school house sites containing less than an acre; in 1857, 2,369; in 1858, 3,060; this year, 3,367. There were, ten years ago, 582 school house sites uninclosed; in 1857, 2,470; 1858, 3,099; this year, 3,301. This would exhibit about one in every five and a half uninclosed—and, as a matter of course, few of these can be provided with shade trees, and other out-door conveniences.

There were, ten years ago, 331 school houses without black-boards; in 1857, 940; in 1858, 1,072; this year, 1,047. With an increase of 357 districts in the State, and 45 parts of

districts, there has been a decided increase in the supply of black-boards. The statistics show but comparatively a few of the school houses supplied with outline maps.

Teachers' Wages.—Ten years ago, the average of wages paid to male teachers per month in the State, was \$15 22 per month, and to female teachers, \$6 92; in 1857, to male teachers, \$24 60, and to female teachers, \$15 16; in 1858, to male teachers, \$27 02, and to female teachers, \$14 92; this year, owing to hard times, we find teachers' wages somewhat reduced, the average paid per month to male teachers being \$22 93, and to female teachers, \$14 29. In Oconto county, the highest average wages were this year paid to male teachers, \$37 20; and in Sauk county the lowest, \$12 34; while in La Pointe county the highest average wages per month were paid to female teachers, \$33 33; and in Portage county the lowest, \$8 87. It will be observed, in the following table, that since 1849, teachers' wages have largely advanced, and especially those of female teachers, who are so well adapted, when properly fitted, for the noble work of imparting instruction to the young:

Years.	Average am't Average paid Male paid Fachers.	emale
1849,         1850,         1851,         1852,         1853,         1854,         1855,         1856,         1857,         1858,         1859,	17 14 17 15 15 83 18 17 18 75 23 10 25 38 24 60 27 02	86 92 8 97 8 35 8 64 9 94 11 00 12 08 13 80 15 16 14 92 14 29

School Libraries.—Last year the total number of School Libraries was 1,875, with 38,755 volumes; this year only 1,250 Libraries have been reported, with 41,997 volumes. Thus while we have 125 less Libraries reported this year, they exhibit an increase of 3,242 volumes. In 1857, 19,504 volumes were loaned for reading; last year, 34,104 volumes were taken out; and this year, 51,062—thus showing a gratifying increase in taste for reading. With the improved system of Town School Libraries, with larger collections and a greater

variety of books, we may reasonably calculate on a yet greater demand for books for reading, both by the old and the young, than ever before.

#### PROGRESS AND ENCOURAGEMENTS.

. Thus, we perceive, that Wisconsin, notwithstanding the unequalled pressure of the times, is steadily advancing in her educational interests. The marked improvement in our Normal Schools, and especially the gratifying success which has attended the Teachers' Institutes, under the direction of Chancellor BARNARD, held during the past Autumn, should be regarded as among the most hopeful signs of the times. When teachers are alive to the great importance of their calling, and evince an ardent desire to fit themselves for their high duties, we may be sure the schools throughout the State will feel the beneficial influence which must naturally result from such feelings and such efforts. Last year the total amount paid out in the State for teachers' wages in our Common Schools, was **\$334**,853 96; this year \$536,860 66—exhibiting an increase of over two hundred thousand dollars in a single year, which almost staggers belief. Such an increase in expenditure for the maintenance of Common Schools—of, which more than two thirds of the whole amount was raised by direct tax—is, in my estimation, highly commendable to the energy, intelligence, and self-denial of our people in such a time of unexampled severity.

#### THE SCHOOL FUND.

On the 1st of October, 1858, the School Fund proper, after deducting what goes to make up the Normal Fund, was \$2,855,-806 32. On the 1st of October, 1859, after deducting the Normal Fund, we find the School Fund proper amounting to \$2,786,767 03. Of this, there remained in the Treasury, September 30th, 1859, \\$32,647 95; which deducted from the principal, leaves \$2,754,119 08, productive, drawing interest at the rate of 7 per cent. per annum, which amounts to \$192,-To this is to be added 25 per cent. of Swamp Land Fund Income on hand, September 30th, 1859, amounting to \$6,717 88; and School Fund Income on hand at that date, paid in since the last, apportionment, \$45,766 19—thus showing a total of \$245,272 41, if all the interest should be paid prior to the 5th of March next, subject to apportionment by the State Superintendent in March ensuing. By the same process, we had \$240,002 11 of School Fund Income which

should have been ready for apportionment in March, 1858; but from failures to pay the interest promptly, it fell short some \$70,000, leaving barely \$169,185 28 to apportion, which yielded 65 cents to each child of school age in the State: It may well be doubted if there will be a much larger amount for apportionment next March, than there was last March. Legislature should firmly resist all appeals for an extension of the time for the payment of interest, then we might perhaps count on fully \$200,000, or possibly \$210,000, for apportion-Estimating it at \$200,000, and deducting from this 10 per cent. for Town School Libraries, we should have \$180,000 for apportionment among some 278,871 children, which might give very nearly 65 cents, the same as last year, to each child. But if the bad policy of extending the time for the payment of interest is continued, we could expect no larger proportion of the amount due to be paid in, than was paid in last year; which would, in round numbers, amount, with what is on hand, to \$174,000—and deducting one-tenth for Town Libraries, we should have \$156,400 for apportioning, or about 56 cents to a scholar.

We find the School Fund proper \$69,039 29 less this year The large amount of School and Swamp lands forfeited to the State, which will this year reach very nearly 400,000 acres, admonish us, that the School Fund, upon which so many of the children of the State rely for all the education they will ever receive, should be guarded with unusual care.— There is great danger of this sacred Fund becoming much farther reduced, from forfeitures of School and Swamp lands. seems to me, that it behooves the Legislature to examine into the subject, and see if some additional legislation is not demanded, to restrain the counties from imposing excessive taxation on non-resident School, Swamp and University lands. Many, very many, of the forfeitures which occur, result, I am persuaded, from this cause; and thus hundreds of thousands of acres are being thrown back upon the State, after the purchasers have paid the interest for several years, and thus the School, University, Normal and Drainage Funds are diminished, and the annual accruing interest lessened. While I would make no plea designed to benefit the speculator alone, I do feel that any violation, in letter or spirit, of that part of our Constitution which requires that "the rule of taxation shall be uniform," is unjust towards those who have purchased these lands in good faith, and are annually paying their seven per cent. interest for the maintenance of Free Schools; and permitting counties to impose exorbitant taxes upon non-resident lands of this class, is inflicting a real injury upon the whole

State, and especially upon the poor, by causing the forfeiture of the lands, and the diminution of the several funds, and their respective incomes, set apart for State educational purposes.

I will venture to cite a case in point. In the State Journal, of February last, "an unfortunate land-owner," as he termed himself, stated that he held a school section in the town of Bovina, Outagamie county, town 24, range 16, section 16; that it was understood, at that time, there was only one settler in the entire township of 36 miles square, and with little probability of the land being required for settlement or cultivation for many years. That the taxes for the year 1857, returned to the County Treasurer, amounted to the sum of \$148 65, and for the year 1858, to the sum of \$85. The first mentioned tax was returned by the County Treasurer to the State Treasurer; and under Chapter 82 of the General Laws of 1856, he added 25 per cent., amounting to \$37 23 — making the tax of 1857, \$185 88. The same course, it was stated, would be followed with the tax of 1858, to which, on the 1st of June, 1859, would be added \$21 25. Assuming these taxes to have been paid on the first of June, 1859, the amount of tax was \$233 65, and the 25 per cent. added, \$68 48, making together \$302 13 being a charge of \$68 48 on the non-payment of \$148 65 for one year, and \$85 for one day. The aggrieved writer closes his case with this pertinent inquiry: "May I be allowed to ask, if a charge exceeding 12 per cent. per annum, on the loan of money, is designated as usury, what is the proper name of a transaction, such as the above, to which the State is a party?"

I have cited this case as one of a large class, as giving a clue to the causes why so large an amount of School, University and Swamp lands are forfeited; and then the excessive county taxes are paid by the State, which eventually comes out of the sacred Funds dedicated to the education of our children. I appeal to the Legislature to give to this subject their careful consideration, and see if a proper remedy cannot be applied, and our educational funds protected from these unjust forays

upon them.

By Chapter 201, of the General Laws of 1859, certain penalties imposed for neglect to pay interest when due, were to be remitted; by the operation of which, some fifteen thousand dollars, as was estimated by the Secretary of State, would have been taken from the School and University funds, had not the Commissioners of the School and University lands, for certain reasons which seemed conclusive to them, as they did also to me, declined remitting any penalties under the law in question. It would seem, from the investigations of the Commissioners, that the law was not passed according to the constitutional re-

quirements. It appears to me, that this law, if not null and void, should be promptly repealed. Thousands of contracts are annually made in our State with teachers, relying in good faith upon the punctuality of the State in making the apportionment; but when penalties are freely remitted, we shall find a growing laxity in paying school interest, calculating upon bad precedents for either extension of time, or remission of penalties—and then the consequence is, either a comparatively small amount to apportion, or a postponement of the time of apportionment, either of which works a sad disappointment to the over four thousand school districts in the State, and, if postponed, often causes a failure on the part of the districts to pay their teachers according to contract at the close of their term of service.

In my last year's Report, I took occasion to enter somewhat minutely into the condition of the School Fund, and the sources for its augmentation. Nothing has since occurred that materially affects those statements and conclusions. If our legislators could but fully realize the importance of our Common School educational interests, they would, I am sure, labor more earnestly for the preservation of the School Fund intact, and seek diligently how to increase it. When we bear in mind, that for teachers' wages, libraries, school houses and fixtures, we are annually paying nearly seven hundred thousand dollars, or, upon an average, two and a half dollars annually for the education of every child of school age in the State, we begin to comprehend something of the vastness of the educational interests we have at stake. And great as it really is, this, after all, is but a sordid view of the matter, and bears no comparison to that higher view we should all take, of the intellectual advancement and future well-being of nearly three hundred thousand children, whose chief, if not only, reliance is on the Common Schools provided for them.

Whatever tends to permanently increase the School Fund, will, of course, prove a lasting blessing to the educational interests of the State. I think no man can make a candid examination into the condition of our School Fund, which is now actually diminishing in amount, and, in this connection, observe the steady annual increase of children of school age, but must be impressed with the stern, unpleasant fact, that the amount per scholar to be annually apportioned by the State must gradually decrease, unless provision is speedily made for

the augmentation of the School Fund.

I doubt not that proper efforts will continue to be made to obtain from the General Government the five per cent. fund so long withheld from the State, and the 140,000 acres withheld

of the original 500,000 acre school tract. These would make juite an addition to the School Fund. The policy of hurrying the school and swamp lands into market at the low prices at which they now rule, is questionable. Might it not be the wiser policy, to materially increase their price, even if it should postpone their sale for a few years? It would be better, it seems to me, that these lands when sold, should be sold only to actual settlers, and whatever excess beyond the present ow price is paid for them, should go directly into the educational funds of the State, rather than into the pockets of specalators.

I urged in my former Report, that the 25 per cent. of the net proceeds of the sale of the swamp lands taken from the School Fund and added to the Drainage Fund, be restored to the School Fund. If this could be done—and I think it could, and still leave, as I endeavored last year to show, amply enough for all reasonable drainage purposes—and the swamp lands should be judiciously disposed of, we might safely calculate on an addition of fully one million of dollars to the School Fund, from this source alone—and such an addition, with the present number of children of school age in the State, would add over 20 sents to the present annual apportionment to each scholar.—Once more, and for the last time, do I earnestly plead for its restoration.

It will be remembered, that upon the recommendation of Hon. ROBERT J. WALKER, while Secretary of the Treasury of the United States, during President Polk's administration, an additional section of land, in each township, was granted to the newly organized States and Territories; so that California, Oregon, Washington, Utah, New Mexico, Minnesota, Kansas and Nebraska, have received two sections in each township, double the proportional amount of other Western and South-Western States. I would respectfully suggest to the Legislature, the propriety of memorializing Congress for an additional school land grant, to such of the Western and South-Western States as have received only one section to each townshipeither an additional section for each township, or such other amount as may be deemed just and proper, provided the General Government has a sufficiency of unsold lands remaining in those several States to meet the object sought to be obtained. I could wish our Legislature would not only send in a single memorial, but continue to memorialize Congress each successive year, until the great purpose should be gained; and also memorialize the Legislatures of other Western and South-Western States, interested in the movement, to invite them to unite in memorializing Congress, and securing concert of action on the part of the Western and South Western members in Congress in laboring for this noble object. And such a measure should also include a new land grant to each of our Western and South-Western State Universities—not one of which, possesses scarcely a pittance of the fund it should have, in order to accomplish the great work expected of a live and progressive University. Could such additional grants be secured for the Common School and University Funds of our Western and South-Western States, I feel quite certain that the General Government would eventually be amply remunerated in the improved education and more general intelligence of the thousands and hundreds of thousands of pioneers which these States will yet send forth to settle the plains and valleys of the unnumbered States that are destined soon to spring into existence between our western borders and the Pacific coast.

### TOWN SCHOOL LIBRARIES.

On the 8th of April last, I issued a Circular explaining the provisions of the new School Library Law, with my views and hopes of the new system which that law inaugurated. As some additional legislation is required before that law can go fully into effect, it seems necessary to a proper understanding of what has been enacted, and what yet in addition is needed, that some notice of the law itself should be briefly given. I cannot do this to better purpose, than by citing the Circular issued last spring. It is as follows:

"The new School Library Law, recently enacted by our State Legislature, has four prominent provisions, namely:

"1. It provides a permanent Town School Library Fund, by setting apart for this purpose ten per cent. of the School Fund Income, subject to apportionment in 1860, and annually thereafter, together with the proceeds of a special State tax, to be levied each year, of one-tenth of one mill on the dollar valuation of taxable property.

"2. It provides that this Fund shall be set apart specifically

for establishing and replenishing Town School Libraries.

"3. It provides that the books for these Libraries shall be purchased by public authority, and not by the local School Boards as heretofore.

"4. It provides that an extra number of the State Laws, Journals and Documents, sufficient to supply each Town and City School Library with a set, shall be printed by the State Printer, and delivered to the State Superintendent, and these shall be substantially bound, under the direction of the State

Superintendent, with the approval of the Governor, at a cost not exceeding thirty cents per volume, to be paid out of the

School Library Fund.

"The precise manner in which the books shall be purchased and distributed, except that they shall be purchased "by public authority," and "distributed in some just proportion among the towns and cities of the State," is not specified in the act. As the means for the first purchase, can not, from the terms of the law, be collected and ready for use until next Spring, it was thought best not to encumber the act with details, which might have embarrassed and endangered its passage. These details, providing for the selection and purchase of the books, their distribution, and regulations for the management of the Libraries, will be carefully considered by Hon. HENRY BARNARD, the Superintendent of Public Instruction, and Prof. J. L. PICKARD of the Platteville Academy, who have been appointed by the Legislature to make such revision of the School Laws of the State as they may think necessary, and report the same to the Governor in season to be by him submitted to the next Legislature for its consideration. It need only be said in this connection, that every precaution will be taken to guard the interests of the State, and prevent, by every restriction of law, the possibility of swindling or cheating in the contract for the books—for upon the faithful investment of this sacred fund will much of the popularity and usefulness of this law depend.

"There never was a measure involving new and additional taxation, that ever passed the Legislature with such unanimity. The State Superintendent's Report, which strongly urged the Town Library system, was not laid before the Legislature until three weeks before its adjournment; Mr. BARNARD, who had been confidently expected here, and whose personal efforts and experience were greatly counted on in aid of the measure, was detained in Connecticut by severe illness; and the Library law was not introduced until within eight working days of the close of the session, and notwithstanding all these untoward circumstances, this measure—a tax measure, too, in these stringent times—passed both Houses most triumphantly, by a vote of 19 to 3 in the Senate, and 51 to 10 in the Assembly; or in the aggregate, by a vote of 70 to 13. I have no doubt that the men who supported this noble and beneficent measure, will long be remembered with honor and gratitude by an intelligent and appreciating people.

"This School Library Fund will amount to at least \$35,000 annually, and will gradually increase in proportion to the increase of the School Fund Income, and the increase of the taxable property of the State. There will be something like \$18,000

a year from the School Fund Income; and one tenth of a mill tax on the dollar valuation, on \$175,000,000 of taxable property in the State, as equalized last year, would realize \$17,-500,—if the taxable property should be equalized, as it may be, at two hundred millions, then the income from this special Library tax would amount to \$20,000 annually. I. should conclude, that the Library Fund will reach not less than \$40,-000 a year within the next three years. But estimating it at \$35,000, it would give on an average, to each of the 650 towns and cities of the State \$53 per year in books at wholesale rates; and deducting the probable pro rata for the cities and villages, there would be about \$40, upon an average, to each of the rural towns. Estimating the present population of the State at 850,000, and dividing it by the number of towns and cities, we should have an average of 1,333 persons for each town and city; and \$40 or \$50 per year in books for this number would appear but a very moderate investment. This amount, though small, will nevertheless afford a respectable beginning for a Town School Library, when we take into consideration that a similar amount will be added annually thereafter.

"A single volume may serve as many as twenty-six persons a year, each having its use two weeks. Many School Libraries have reported twelve times the number of books loaned annually that were in the Library—each volume, upon an average, having been taken out once a month during the entire year. In the reports of the Town Libraries of Indiana, occur such expressions as the following, which will not be lost on the public mind: 'Nearly all the books have been drawn out as many as twenty-five times, many of them oftener, and quite a number of the books are not permitted to remain in the Library an hour before they are withdrawn.' Says another: 'Our Library is doing more good than anything that has ever been done by the Legislature of this State. Great interest is manifested in it here.'

"I may state as the result of ten years' experience of the District Library system in Wisconsin, that only about one third of the districts have any libraries at all, and those generally so small as scarcely to deserve the name,—averaging less than 28 volumes each,—and hence have utterly failed to fulfill the great mission of School Libraries. That what few books have thus been collected have been procured, at high prices, of book pedlars, and have but too generally related to Banditti and Robbers, the Pirate's Own Book, and other trashy and injurious works, which could only incite in the minds of children a desire themselves to become desperadoes.



"Had we continued the District Library plan in our State, and continued to leave the districts to procure a Library or not, as they might elect, so long would the Library system of Wisconsin, it seems to me, have proved a signal failure; but with the Town Library plan, as is in Indiana, Ohio, and Michigan, the State providing the Libraries for each town according to some just system of distribution, carefully selecting books suitable to meet the tastes and wants of all classes of community, replenishing them annually, so as to keep each collection fresh and attractive, we shall have, in each Library, several times the number and variety of books that any District plan could ever possess. For instance, suppose each of a dozen districts in a town was to have ten volumes for a new Library, or for replenishing an old one—the same ten volumes that would be best and cheapest for one, would be best and cheapest for all; so that in all the twelve districts there would be, in truth, but ten different works; while upon the Township plan there would be a hundred and twenty different works for the same money. Any one can readily see how much more attractive the larger number would be to both youth and adults; how many more tastes would be gratified, and how much more knowledge would necessarily be diffused among the people. The same amount of money expended on the District plan would, by a judicious State system, purchase fully one-third more volumes, besides securing a vastly better selection, and having the advantage of a uniform and far more permanent style of binding. According to the old District plan, we should always have had small and almost worthless Libraries; by the Township system, we shall soon have large, attractive, and invaluable collections; and instead of only about one-third of the State, as is now the case, having a few ill-chosen volnmes, every town in Wisconsin will, by the new system, soon have its solid Library of the choicest works to gladden the young minds of our two hundred and sixty-four thousand children, and furnish mental food for our other six hundred thous-

"I presume that provision will be made, that should the sitisens of any town deem proper, they may sub-divide their I'own Library into two or three sections, and have them placed in as many convenient localities for six months or a year, and then interchange these sections with the other localities, and so in due time, the several sections or sub-divisions of the Library would be placed within the convenient reach of every part of the town, thus subserving nearly every facility of the District Library, with the most decided superadded

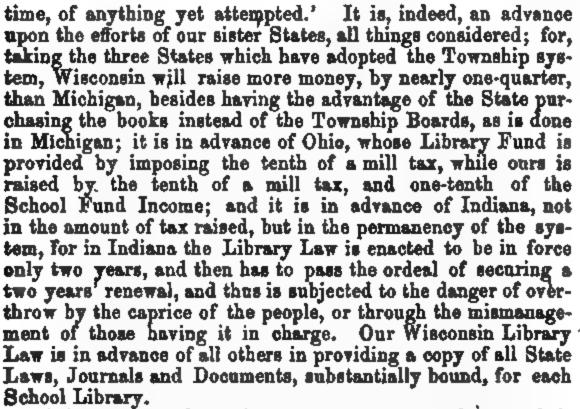
advantages.

"As an instance illustrative of the strong feeling of attachment with which the Township Libraries are regarded where they have been established and tested, and how cheeerfully the expense is borne by the people, I cite the following from an excellent address by Prof. READ of our State University: "I will give the substance of a conversation which I had during my recent visit to Indiana, while in the Auditor's Office, examining the most beautiful series of books-the Indiana School Library. A farmer from the remotest township of the county came in. After a little, I said to him, 'GENTRY, you are heavily taxed here in Indiana; I have been running away to Wisconsin, where they have no old dead horses in the form of canals to pay for, and no interest to pay on bonds which our sharp-sighted Indiana Commissioners were cheated out of.'-'Well,' said he, 'we are heavily taxed, and this year, with cur short crops and hard prices, it is as much as we can do in our neighborhood to pay our taxes.' 'But,' I said to him, 'it will be the policy of this Legislature to diminish taxation.' He said 'in all mercy he hoped so.' 'They will begin upon your extravagant school system. Now look at these books—what is the use of them? Do they do a particle of good?' 'Let them,' said he, 'cut off what else they please-let them even cut off the whole school tax beside, but the books we must have.' He then told me that the books had done his neighborhood more good, and had produced a greater change in the habits of families, than any other means of improvement which had ever

"And so it will be in Wisconsin. The people will never grumble at the School Library tax, if the money is only wisely expended. The tax will be light—one cent on every one hundred dollars, or twenty-five cents on every two thousand five hundred dollars of taxable property. 'Taxes,' remarked that far-seeing statesman, EDMUND BURKE, 'taxes for education are like vapors, which rise only to descend again to beautify

and fertilize the earth.'

"Such was the interest of Horacz Mann in the subject, when requested to give an expression as to the value of Town School Libraries for Wisconsin, that though ill, he said he must write a word of good cheer, as he held the plan to be worth many more times than his life. Grorge B. Kmrnson, a veteran and distinguished educator of New England, with the seal of a true philanthropist, urged upon our Legislature the speedy adoption of such a system. 'I congratulate you and the State,' writes Henry Barnard, 'that your Legislature has enabled you to inaugurate a true Library policy—altogether in advance, in its practical bearings and completeness, in



"It is a noble and beneficent law; and will yet be regarded, when fully known, and its benefits begin to be realized, as the most important educational measure ever inaugurated in Wisconsin. I confess to cherishing no ordinary feelings of hope and pleasure in view of the unspeakable good that must inevitably result from a judicious expenditure, every twenty-five years, of fully one million of dollars for books to scatter among our people—procuring not less than a million and a quarter of volumes of the choicest literature of the age; and I envy not the man who cannot partake of this feeling of hope and joy, in view of the prospective progress and happiness of

hin race.

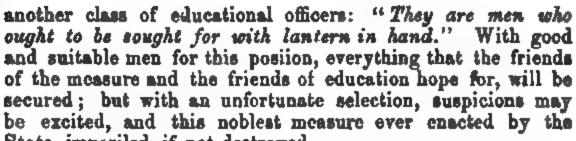
As nothing has been done by the Commissioners appointed by the Legislature to revise the School Laws, of course the additional provisions necessary to the proper carrying out of the new Library Law have not been jointly considered by them. I have, however, had considerable interchange of views with Chancellor Barnard upon the subject, in a general way; and in these, I believe, we coincide. As this Library Law is justly regarded by all friends of education, in and out of the State, as a decided step in advance of all our sister States, and as unquestionably the most important educational measure ever adopted in Wisconsin, I feel an unusual anxiety that so beneficent a measure should be carried into effect under the most favorable auspices.

1. Who should select and contract for the books? I said to many members of the last Legislature, to Chancellor Ban-

NARD, Hon. A. J. CRAIG, and others, in conversation, several months ago, and repeatedly since, that, in my opinion, it would be unwise to confide this power and responsibility to the State Superintendent alone, however good a judge of books he might be, and however pure and above suspicion might be his reputation. It would be next to an impossibility, for any one man to have the selecting and contracting for from thirty-five to fifty thousand dollars worth of books in a single year, without exciting the ire and jealousy of those publishers whose books were not selected, or whose terms in competing for the contract were, in their estimation, either overlooked or overslaughed; and hence would arise, as has frequently been the case, first inuendoes and finally grave charges, that bribery had been resorted to by the more successful book-mongers to circumvent their competitors, and accomplish their purpose. Such things, though they might not be generally believed, would nevertheless exert an unfavorable effect upon the Superintendent's in-

fluence, and often prove exceedingly annoying to him.

Let two persons be associated with the State Superintendent to determine the books to be purchased, the style of binding, and make the contract for them. These persons should be men of the highest intelligence, possessing a thorough knowledge of books, and such a reputation that the people of the whole State would feel that their dearest interests were confided to safe hands. Thus would the State Superintendent, whose duties are always numerous and onerous, be partially relieved from a heavy responsibility, and have the benefit of able advisers and assistants in carrying successfully into effect a measure fraught with untold blessings to our people. three such Commissioners to manage the whole subject of School Libraries, including the selection of the books, their binding, contracting for them, directing their distribution, and providing rules and regulations for the management of the Libraries, I do not see any reason to distrust their successful administration of this important trust. But, I would repeat, the two persons thus associated with the State Superintendent, should be men thoroughly acquainted with books, and deeply imbued with a sense of the great responsibility of selecting only such books as would tend to benefit the heads and the hearts, the morals and intelligence, of their hundreds of thousands of readers; and, above all, men whose reputation for integrity would everywhere give the assurance, that no favoritism would be practiced by them in purchasing the books, and that the real interest of the State would be invariably consulted. Let it be said of them as was said by the venerable Chief Commissioner of Primary Instruction in Holland of



State, imperiled, if not destroyed.

2. How should these men be selected? Either designate the Governor of the State, and Chancellor of the State University, as ex officio the proper persons; or select two persons, as the Regents of the University are selected, by joint convention of the Legislature, to hold their offices, after the first election, for a term of aix years—at the first election, the two chosen to draw lots, one serving three, and the other six years. If two were thus chosen, pay adequate to the actual services rendered, should necessarily be provided; but being paid, they would unquestionably feel the necessity of really doing the work confided to, and expected of them; while ex-officio members, with their already multiplied official cares and duties, might not be able to bestow upon the subject the additional labors and responsibilities necessary. Besides, there would be an important advantage in having two of the three Com-missioners serving long terms, so when there should be a change in the office of State Superintendent, still the experience and settled policy of the Board would not be likely to be hastily or inconsiderately changed or ignored.

3. How should the books be purchased? In briefly discussing this question, I must necessarily speak of the mode of their distribution During my personal visit last year to Superintendents of Public Instruction, and other prominent educationists, in the Western, Middle and Eastern States, and Canada West, I made this subject a matter of special inquiry. the State supplies School Libraries, the more common mode of procuring the books, after they have been selected, is by contracting with some individual or firm to supply the whole, uniformly bound, at prices mutually agreed upon, or upon the lowest bid; or, as has recently, and I think wisely, been done by Ohio, upon the best bid, all things considered. The lowest bid is most generally the dearest in the end, as when a large contract is secured by a ruinous bid, the loss that would accrue by an honest fulfillment of the terms of the contract, is avoided. by 'the tricks of the trade,' and profits, almost as if by magic,

are realized instead of losses.

Indiana made her large purchases for her Town School Libraries by contracting on the lowest terms; then the proper number of volumes were assigned to each town. In Canada.

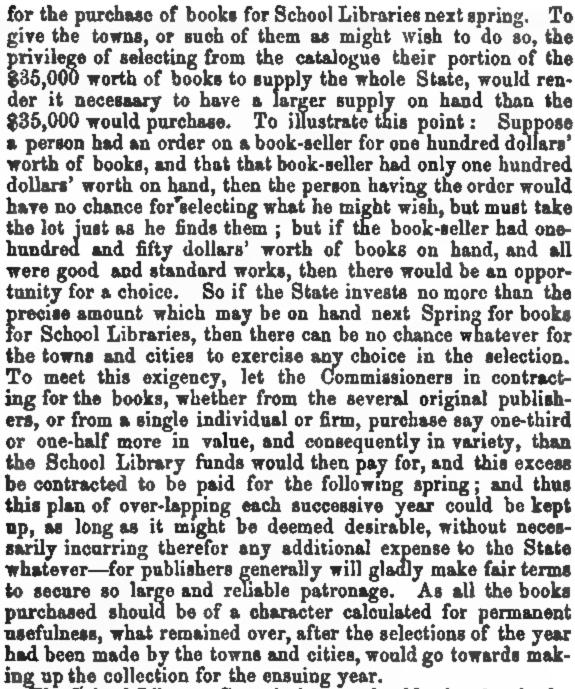
West, under the direction of the learned and able Hon. EDGER-TON RYERSON, the books are purchased in suitable quantities direct from the several publishers in Great Britain and America, and a large Depository constantly kept at Toronto, under the supervision of the Superintendent of Public Instruction and the Provincial Board of Education. A catalogue is made out and printed of all the books in the Depository, with their cost prices, and these catalogues sent out to the towns and districts, for the use of the local boards, from which to make their selection, to the amount in value to which they may be entitled. As all the books in the catalogue have been selected with great care, and been approved by the Superintendent and Board of Education, of course the local boards cannot well make a bad selection, unless perchance they should fail to secure the proper variety to suit the various tastes of the community for whose benefit they were designed.

In a country like ours, the people, the great source of power, like to be freely consulted. Hence I am persuaded, that we should strive, if possible, to adopt a system that will most directly come home to the people themselves. While I would give the School Library Commissioners large discretionary powers to make the best contract, and in the manner which to them might appear, all things considered, the best for the State, I would be strongly inclined to favor this mode of purchase

and distribution:

Give the Commissioners optional authority to contract, on the best terms, for the books for each year, uniformly and substantially bound, or to purchase them in sheets of the respective publishers, and have them uniformly bound by contract on the best terms. Then let the Commissioners have a Depository, prepare a catalogue of the books properly arranged according to subject, with the wholesale cost price, including freight to Madison, together with a brief description, in connection with each book, of its character; and then let the proper officers of each town and city having the matter in charge, select the amount in books to which their town would be entitled, from the catalogue thus furnished them; and as new purchases would be made each successive year, let new catalogues be prepared and sent out to the several towns and cities.

This year the tenth of a mill Town Library tax, amounts in the aggregate on the \$168,620,233 70 of the equalized property valuation of the State, to \$16,862 02. It will be hardly reasonable to suppose, that the whole of this amount will be promptly collected. Add to this amount, one tenth of the School Fund Income, which will be likely to reach from \$17,000 to \$20,600, and we shall have altogether not to exceed \$35,000



The School Library Commissioners should give bonds for the faithful performance of their duties, in such amount as the Legislature should deem proper; and all their acts, contracts and vouchers should undergo a rigid examination annually by the Joint Committee of the Legislature for the investigation of

the several State Department.

With such Commissioners, such powers, and such a plan for selecting, purchasing and distributing the books, with authority to make the necessary rules and regulations for the management of the Libraries, I should confidently look for the triumphant success of our noble Town School Library system. Then make the Town Board of Supervisors, and City Boards of Education, the local boards for having charge of the Libraries for their several towns and cities, with power to divide

the Libraries into two or three sections, and alternate their localities, if the people could thus be better accommodated than by having the whole kept together in a single collection; and with power also, to appoint the Librarian or Librarians, and when necessary, to designate some small remuneration for keeping the Libraries open at least one half day in each week, to be paid by the Town, or by a cent tax imposed for the use of each volume taken from the Library, or by penalties for over-keeping the books, or from all these sources together.

As to the "just proportion" in which the books should be distributed to the several towns and cities of the State, I do not believe that a better plan can be adopted, than to apportion pro rata the amount to which they would be entitled according to the number of children of school age, in the same manner, and upon the same statistical returns, as the annual apportionment is made of the School Fund Income. This, it seems to me, will be alike simple, just, and satisfactory to the

people.

Provision should be made, authorizing such districts as see proper to do so, to vote their existing district libraries gra-

tuitously to the town, to be added to the Town Library.

The remaining sections of the School Law relating to District Libraries, should be repealed; and should School Library Commissioners be appointed or elected, to them should be confided the duty of procuring the binding of the State Laws, Journals and Documents already provided by law for the Town Libraries.

Having briefly presented this subject in all its bearings—a subject, permit me to add, to which I have given more than common thought and attention, profoundly impressed with the vast influence it is calculated to exert on the future intellectual well-being of the State—I earnestly entreat for it that consideration from the Legislature which its nature and importance so imperatively demand.

### TOWNSHIP SYSTEM OF GOVERNMENT.

I devoted several pages of my former Report to the subject of substituting the Township System of School Government for our present arbitrary, inefficient and troublesome district system. My convictions of the propriety of this change are so decided, that I beg once more to call the respectful attention of the Legislature to the subject. If the change was calculated to impose any additional expense upon the people, I should not, in times like these, deem it either wise or impolitic to urge

its adoption. The Township system has been adopted and works admirably in Indiana, Pennsylvania and Ohio; and has been warmly urged in Massachusetts, by those three able successive Secretaries of the Massachusetts Board of Education, Horace Mann, Barnas Sears, and George S. Boutwell, and some progress has been made in securing this better system in Massachusetts and Connecticut.

I do not now propose to go again into a lengthy argument upon the subject; but wishing that the matter may be kept prominently before the people, even if the Legislature should not deem it advisable to act upon it at present, I will venture to repeat the deductions of my former argument:

Such a system of Township school government, with the abrogation of the district system, would produce, among others,

the following beneficial results, viz:

- 1. The provision of the Constitution of our State, which requires "the establishment of district schools as nearly uniform as practicable," would, by constituting the Township as the district, be more fairly carried out; and hence the State School Fund income would be much more equally distributed than it now is.
- 2. Taxation for school purposes would be better equalized, for, under the present district system, the people of some districts, owing to the smallness of both their numbers and taxable property, pay two or three times as much as their neighboring wealthier districts, and get no more—often much less in quantity and value, for it; and in joint districts, the several parts composing them, are, from the necessity of the case, very unequally taxed.
- 3. All the primary schools of the town would be held the same length of time, thus producing an equality of school privileges which does not, and cannot, exist under the old district plan; for instances are not wanting in our State, where a poor and weak district, with great difficulty, and heavy taxation, manages to maintain a three months' school, and that kept by a cheap and perhaps almost worthless teacher; while the adjoining wealthy district, with comparatively light taxation, easily sustains a ten months' school, with an able and successful teacher. This is exceedingly unequal, and bears heavily and unjustly upon the poor, and fails to carry out the heavenly injunction, "Bear ye one another's burdens."
- 4. By the Township plan, there would be a juster distribution and equalization of teachers, suitable to the several localities; and less of the favoritism practised, as under the present

district system, in employing relatives to teach the schools—for in a Town Board of only three members, there would be less opportunity of practising it than by the present half a dozen to a dozen District Boards in the town.

- 5. There would be more uniformity and adaptation in school-houses; for they would be built economically, by the lowest and best bidder, and not, as is now too often the case, by one or more members of the District Board, on pretty much his or their own terms; and such localities as now neglect to provide good, comfortable school-houses, would have them provided for them, and the children of such stingy, miserly souls would no longer suffer for a suitable place in which to acquire an education, which would be worth vastly more to them than all the wealth, without it, which their ignorant and niggardly parents could ever heap together.
- 6. It would not only be a far better, but a far cheaper system to maintain, lopping off the weak, inefficient and worthless schools, and dividing the larger and unwieldy ones; lessening the number of officers, as the Town Board of three officers would perform all the necessary school duties of the town, and do it cheaper and better than the half a dozen or more local Boards of at least six times as many officers; and instead of selecting eighteen or more persons in a township, as is now the case, for these local boards, the people would select three of the very best and most efficient for the Town Board. Here would be a great saving of expense, and the objects sought more equally obtained, better in quality, and far more useful to the people.
- 7. By abrogating the district and joint district system, we should be doing away at once with one of the most fruitful sources of troubles, wranglings, contentions, and petty jealousies, incident to the district system; and would, at the same time, put an end to that greatest bane of the system, the constant ensmalling of districts, to gratify whims and caprices, and oftentimes to adjust an angry controversy, thus steadily lessening the ability of such dismembered districts to either employ a good teacher, or maintain a school even the legal requirement of three months.
- 8. It would give to the people all over the State the perfect freedom, while taxed in their own town, to send their children to any public school, without regard to district, township, or county lines—thus, in the enlightened spirit of progressive legislation, doing away with an oppressive restriction already too long and too patiently borne by the people, and which has

only been productive of inconvenience, injustice and inequality, and deprived many a worthy tax-paying family of invaluable school privileges.

- 9. While the primary schools generally cannot well be graded, and but little effected in the way of properly classifying the pupils, yet under the Township system, each town containing a specific number of inhabitants, or a certain amount of taxable property, or both, could have its Central Graded High School, free to all of a certain age, say between ten or twelve and twenty years of age—this Central School to be kept in session ten months in each year. With such a Graded School in each town, for the more advanced youth, the accruing benefits would be of so decided and general a character, that the plan could not but meet with the most universal favor.
- 10. And lastly, but not least in importance, by this Township system, females—who, by their proverbial love and affection for children, by their patience and long-suffering, and by their thousand winning ways, are so peculiarly adapted by their Creator as the natural teachers of the young—could be employed in nearly all the primary schools, leaving only the Central High School to be provided in part with male teachers; and thus would the same amount of money now expended in a majority of towns in the State, employing for the same district a male teacher a portion of the year, and a female another, furnish to the people fully one-third more, and vastly better adapted instruction for the young.

Some such system as this, must, from the very necessities of the case, sooner or later commend itself to the practical good sense of our people. When they demand it, as they will, then it will be readily and gracefully adopted. And then, I doubt not, that the people of Wisconsin, like those of Indiana, will only wonder that its very simplicity, economy and admirable adaptation to their very wants, had not long ago made a favorable impression upon their better judgment.

### OTHER NEEDED REFORMS.

In my former Report, I favored the adoption of the system of County Superintendents, the formation of a State Board of Education, the procurement of accredited works on School Architecture for each town in the State, the authorization of the State Superintendent to issue Educational Tracts, and a change of time for electing the Superintendent, with an increase of his term of service. I still favor these several mea-

sures, though I do not say it would be advisable to adopt them all at present. The County Superintendency, though great good would, as I firmly believe, grow out of it, yet as it would be attended with considerable expense, I should hardly think it wise to press such a measure in these times of pecuniary stringency. As to the great and pressing need of works on School Architecture—relating to a matter concerning which so much of the people's money is not only wasted, but absolutely devoted to the erection of charnel-houses for their children—I trust the new School Library Law, if wisely administered, will make the necessary provision for this great public want.

# NULLIFYING THE SUPERINTENDENT'S DECISIONS.

Last year I pointed out the fact, that Town Superintendents, and Town Clerks, sometimes assumed the prerogative of disobeying the decisions and orders of the State Superintendent; and to meet such cases, section 7th of chapter 203 of the Gen-There has since occurred a eral Laws of 1859 was enacted. case wherein a majority of a District Board have utterly refused to obey a decision of the State Superintendent in an appeal case — thus virtually nullifying his decision, though the laws declare that all such decisions "shall be final and conclu-A still further amendment to section 89 of chapter twenty-third of the Revised Statutes is necessary, making it the duty of the Town Superintendent to remove from office any member of a District Board who may be guilty of refusing to carry into effect any decision or order of the State Superintendent, and that such person or persons so removed shall not be eligible for re-appointment.

### TRAVELING OF STATE SUPERINTENDENT.

During the past year, the following counties have been visited by the State Superintendent or his Assistant, and addresses generally delivered, in one county at two different points, and in another at three—namely, Dane, Columbia, Green Lake, Milwaukee, Portage, Richland, Rock, Sauk, and Waushara.

### NEW EDITION OF THE SCHOOL CODE.

Such was the demand for School Laws, that soon after the adjournment of the last Legislature, a new edition was prepared, including all the amendments and additions enacted at the

last session, and a large number of them have been sent to the several school officers in need of them. Some of the frontier counties had never before had a single copy, and their school officers were greatly at loss to know how properly to discharge their duties, and secure for their districts the benefits and privileges of our system of Free Schools. I found what appeared to me sufficient authority to prepare such revision and order its printing, in Section 64, Chap. 10, and Section 99, Chap. 23, of the Revised Statutes; and in the law relating to Public Printing, which clearly implies that the head of each State Department is expected to judge of the special printing necessary And added to all this, the for his particular Department. pressing necessities of the case seemed to justify the printing of a new edition, even had the provisions of law been less specific in authorizing its publication.

# WEBSTER'S UNABRIDGED DICTIONARY.

The 600 copies of Webster's Unabridged Dictionary, authorized, by the last Legislature, to be purchased by the State Superintendent, with the consent and approval of the Governor, were obtained of the publishers, who consented to furnish the new illustrated, Pictorial edition, on the same terms as the less valuable edition formerly supplied to the State. They came in good order, and, I believe, have given the highest satisfaction to all the districts receiving them.

The distribution of the Dictionaries on hand has been made to the towns and counties in the subjoined list, in the order of

their application:

Bad Az.—Harmony 4; Union 3; Bergen 8; Greenwood 4; Clinton 8;	_
Whitestown 2; Hamburg 2; Forest 4, 25	j
Brown.—Holland 2; Glenmore 8; New Denmark 4; Reckland 4; Howard 4, 17	7
Buffalo.—Belvidere 1; Maxville 8; Cross 8; Alma 8; Naples 4, 14	
Calumet.—Harrison 5; Rantoul 2; Brillion 2, 9	)
Clark.—Pine Valley 3; Lewis 2, 5	Ó
Columbia.—Columbus 3; Lowville 2; Scott 2,	7
Crawford.—Freeman 7; Scott 12; Wauzeka 6,	j
Dane.—Berry 1; Dunn 1; Perry 8; Burke 1; Black Earth 2; Madison 2, 10	
Dodge.—Beaver Dam 1; Chester 1; Le Roy 1; Portland 1; Ashippun 1;	
Westford 1,	•
Door.—Gibraltar 4; Liberty Grove 1,	•
Douglas.—Superior 2,	
Dunn.—Dunn 5; Spring Brook 5, 10	)
Eau Claire.—Bridge Creek 2; Halfmoon 4	
Fond du Lac.—Rosendale 1; Spring Vale 1; Forest 1; Eldorado 1; Fond	
du Lac 6; Osceola 5; Metomen 2; Alto 2; Byron 2, 21	
GrantPotosi 3; Blue River 8; Clarno 2,	
Green.—Jefferson 5; Monroe 5,	
	(
Green Luke.—Senecs 4; Green Lake 1; Berlin 3; Markesan 1,	

Iowa.—Mineral Point 3; Mifflin 3; Linden 2; Waldwick 3; Pulas Jackson.—Irving 3; Hixton 3; Northfield 2; Bristol 7,		15 6
Juneau.—Lemonweir 1; Germantown 4; Seven Mile Creek 4; I Armenia 2,		
Kewaunes.—Carlton 4, Kenosha.—Kenosha.—Kenosha 7,	• • • • • • •	4
La Crosse.—Jackson 3; Holland 4; Onalaska 4; Farmington 4; La Fayette.—Belmont 4; Center 2; New Diggings 1; Argyle 8;	Bangor 4,	19
Benton 1,		14
La Pointe.—La Pointe 1,	4; Frank-	•
lin 5,	• • • • • • • • •	18
Marquette.—Buffalo 3; Springfield 4; Oxford 1,	••••••	8 12
Monroe.—Portland 10; Angelo 4; La Fayette 4; Adrian 2; T	Comah 5;	;
Ridgeville 4,	• • • • • • • • •	<b>29</b> 8
Outagamie.—Hortonia 2; Medina 1; Appleton 2; Embarras 2, Ozaukee.—Cedarburg 1; Fredonia 1,		7
Pepin.—Waubek 4,	• • • • • • •	4
Pierce.—Diamond Bluff 1; Trimbelle 4; Greenwood 3; Perry 2; Valley 3,		
Polk.—Alden 3,		8
Buena Vista 5,  Racine.—Bacine 4; Burlington 2,		40
Richland.—Rockbridge 2; Marshall 4; Dayton 8; Eagle 6; Her Akan 2; Bloom 4; Richland 6; Buena Vista 2; Sylvan 6;	rietta 5 ;	6
5: Willow θ		56
Rock.—Harmony 1; Newark 9; Beloit 2; Clinton 1; Rock 1, St. Croix.—Ceylon 2; Hudson 2; Erin Prairie 3; St. Josephs 1; I		14
4; Richmond 3; Somerset 1,		16
Sauk.—Woodland 2; Freedom 5; Fairfield 1; Baraboo 1, Sheboygan.—Mitchell 2; Herman 1; Plymouth 1; Lima 2,	••••••	9 6
Trempeleau.—Preston 4; Arcadia 1; Trempeleau 5,	•••••	
Washington.—Hartford 4,		4
Waukesha.—Oconomowoc 2,	3,	2 18
Waushara.—Oasis 3; Bloomfield 3; Hancock 7; Deerfield 2, Winnebago.—Winchester 2; Oshkosh 2; Algoma 1,		
Wood.—Dexter 8,		
Total,		313
Supt. of Pub. Instruction in acc't with State of Wisconsis	8.	
1859. Feb. 7th. To Dictionaries on hand at the settlement with Inves-		Dr.
tigating Committee of the Legislature,		7
Aug. 1st. Dictionaries purchased as per act of Legislature, approved March 17, 1859,	6	300
Dictionaries returned from Kenosha County,  Distribution of Dictionaries as above (618) as per		6
vouchers in the office of this Department,	· 618	
Total,		118

According to the best data of this Department, as given in my last year's Report, not very far from 3,250 Dictionaries had then been distributed, and now 607 others, not reckoning the 6 returned copies which have already been once counted as distributed, and we have a total of 3,807 copies distributed to the several cities and districts of the State. All the copies the State has ordered have been distributed; and there are now applications on file for something like seventy-five copies. Many other districts must be unsupplied, as there are in the State, as shown by the statistical returns referred to in the early part of this Report, not less than 4,331 districts in the State, estimating two and a half parts upon an average to a joint district. This would show 484 districts yet unsupplied; and as new districts are constantly multiplied, and each separate department of a public school is entitled to a copy, it is evident that sooner or later, quite an additional supply will be required. Probably 200 copies might answer for the ensuing year.

OUR FREE SCHOOL SYSTEM, THE HOPE OF OUR COUNTRY.

There are four millions of students, and one hundred and fifty thousand teachers, in the public schools of the United States; or one student for every five free persons. In Wisconsin, with a population of 900,000, we have about 175,000 children attending our Free Schools—or one to every five of our population. In Great Britain there is one student for every eight persons; in France, one for every ten. But Prussia exhibits the largest number in school attendance, and consequently the smallest number who can neither read nor write. Prussian standing army of one hundred and twenty-six thousand men, but two soldiers are unable to read; and of two millions and nine hundred thousand children between the ages of seven and fourteen at the last census, two millions and three hundred and twenty-eight thousand were actually attending the public schools. We need here in Wisconsin to take shame to ourselves when we are reminded, that at the census of 1850, out of a population of 305,000, we returned 6,453 persons, over the age of twenty years, who could neither read nor write; and I have been assured by Mr. MAGRAW, the Prison Commissioner, that there are not more than half a dozen inmates in our State Prison who have any claims to scholarship, the great mass being sadly ignorant and depraved. When the census is taken next year, if we have made no improvement, we shall have placed upon the records of the nation the humiliating fact of from eighteen to twenty thousand persons, over the age of twenty, unable to read or write. I trust the number may not prove so large. If we do justice to our children, and afford them every possible means of intellectual improvement within our power, we may feel assured that the time is not far distant, when there will be found within our borders few or none so un-

fortunate as to be classed among the totally illiterate.

Our Free Schools are emphatically the hope of our country. The knowledge they will impart, with their constantly improved methods, and a higher standard of education, will give to the next generation a power for good, which few are now willing to concede, or hopeful enough to anticipate. And above all, do I delight in the beautiful belief, that the struggling children of poverty of to-day, who are wending their way through swamps, and fields, and storms, and difficulties, poorly clad without, but animated by manly hearts and noble impulses, and firmly bent on the high resolve to acquire an BDUCATION—that these noble youth, hungering and thirsting after knowledge, will, a few years hence, wield the destinies of our country, and prove a blessing to millions of our race. A visitor going into a Free School in Boston during a recent half-year examination, observed two fine looking boys, one of whom had just taken the first prize, and the other the second. Said the teacher, "The boy who took the first prize is the son of the man who saws my wood; the boy who took the second, is the son of the Governor of our State." And such must ever be the legitimate results of the Free School system, placing the high and the low, the rich and the poor, upon a common level-where unconquerable devotion and intrinsic worth, however humble or however poer, alone secure the prize.

# CHANCELLOR BARNARD'S SERVICES.

First and foremost in this great work of providing a better education for the masses of the people, and, like Saul, the son of Kish, a head and shoulders above all his fellows, is HENRY BARNARD. He comes to us ripe in educational experience, and is devoting, with unflagging energy, the best years of his life to the honor and glory of Wisconsin. In the marked success which has attended the series of Teachers' Institutes held at various points in our State during the past Autumn, we have the strongest assurance for the future. Our Normal Schools, our Teachers' Institutes and Teachers' Associations—these all-important agencies in elevating the character of Free Schools—will all feel the genial influence of his persuasive instructions, and the moulding power of his zeal, his talents, and his genius.

.. With such a leader, all should feel proud to follow; and for

such an educator, all untiring, as he is, in devising plans for the attainment of a yet higher standard of intellectual improvement, we should all—legislators, school officers, teachers and people—feel it alike a pleasure and a duty to strengthen his hands, and encourage his efforts.

## CONCLUSION.

About retiring forever from the position of Superintendent of Public Instruction, I cannot but flatter myself that some progress has been made, during my two years' term of service, in the great cause of primary education in Wisconsin. During that period, there has been an increase of 87,326 children of school age; of 620 school districts; of 272 school libraries, and of 13,369 volumes; and the average for the two years of the number of volumes taken out for reading is considerably more than twice the number taken out the year preceding. The increase of expenditures on school house property has been over \$321,000; and an increase of not less than \$250,000 has been paid alone for instruction in our primary schools; while the total expenditure for the past two years, for school houses, fixtures, libraries, and instructional purposes has exceeded the sum of one million, two hundred and fifty thousand dollars.

There have been, during the two past years, two editions of the School Code prepared and published, and fully 9,000 copies supplied to school officers; 1,164 copies of Webster's Unabridged Dictionary distributed to the districts; not less than 5,000 business letters answered; nearly a hundred appeal cases considered and decided; many thousand circulars and blanks sent forth to every part of the State; the opinions and decisions of the Department for the first time published, and given regularly in the columns of the ably-conducted and valuable Wisconsin Journal of Education; and, in repeated instances, State school moneys saved to towns by kindly pointing out errors in their returns, and patiently urging their correction.— Hundreds, if not thousands, of district difficulties have been amicably adjusted, and the cause of education thereby promoted. Several important amendments to the School Code have been secured; and last, though not least, a new School Library system adopted, that has called forth the highest commendations of the wise and the good in almost every part of the Union -a system that must prove an unfailing source of untold usefulness and happiness to the noble army of youth, and "the toiling millions," of our State, for all coming time. The business of the office has been systematized, and attended to promptly; so that, according to the testimony of the Joint In-

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vestigating Committee, "a new order of things has been established from that heretofore found in the management of the

Department."

So far as I know, no just complaints or accusations have been made, that the appropriate business of the Department has ever been neglected, or partiality or prejudice exercised in giving opinions, or rendering decisions. Whatever complaints have been made against me, relate to reforms and improvements which I have, from time to time, felt it my duty to urge in behalf of the great cause of primary education; and for contending also, earnestly for moral, and as earnestly deprecating sectarian, instruction in our public schools; and pleading for the sacred preservation of the School Fund, consecrated to the education of our children. In view of these things, I feel like adopting the eloquent and touching language of Burke: "No! the charges against me are all of one kind—that I have pushed the principles of general justice and benevolence too far-further than a cautious policy would warrant, and further than the opinions of many would go along with me. In every accident which may happen through life, in pain, in sorrow, in depression, and distress, I will call to mind this accusation, and be comforted."

LYMAN C. DRAPER,

Sup't of Public Instruction.

Madison, Dec. 10th, 1859.

TABULAR STATEMENTS.

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TABLE NO. 1.

TABLE No. I.

# SHOWING AMOUNT OF INCOME APPORTIONED.

Counties.	1861.	1862.	1863.	1864	1855.	1856.	1857.	1858.	1859.
Adams				_					
	\$33 03	\$162 72	204 75	452 89	716 64	_			
Вгота	757 73	722 40			_	1,468 60	800		_
Buffalo				:	-		-		
Calumet	191 08	278 60	310 95	642 96		_			
Chippewa					62 79				
Clark									_
Columbia		1.476	1,637			-			_
Crawford	162 97	188	181						
Dabe.	2,787 11		8,587	6,567 12	7,841 50				_
Dodge	8,214 90	8,820	3,414	6,212 16	8,063 68	8,485 40	8,855 70	9,834 75	9,816 96
Door					*********		, , , , , , , , , , , , , , , , , , , ,		
Douglas						45 50	- 4		
Dann	************		4.,,,,,,,,,,				180 18	815 75	
gan Claire				:					
Fond du Lao		2,504 1	2,652 40	4,595	5,837 05	6349 06		8,549 25	
Grant.	2,527 78	2,780	2,813 40	4,888 08		6,246 10	6,533 34	_	
Green	1,863 98	1,845	1,853 55		829			_	
Green Lake							*************		
forth	1,190 18	1,688 16	1,723	3,063 60	8,698 97	3,659 60	3,905 22	-	
Jackson									
Jefferson	2,565 17	2,738 40	2,805 80	5,022 72			7,702 20		
Juneau	,				-				
Kewaunee			-	- 6	_				
Kenocha.	1,961	1,969	1,793 26	8,019 68	3,629 74	8,832 90	8,074 94	8,708 75	8,258 88
14 Cross	8 %	11 8	150 30						

			1 1 1 1 1		24 2262	an and	2,000 00	
			•		٠	•		
23 23 24 25	410 20	04 120	_		_		_	
:			23 04	74 86				
65	1,333 44	1,279 80					4	
998 55	4.972 80	5,047 65	82	376	65		458	
:	-							
***		135 00	_		_		279	
79 90	878 44	410 85	702 00	1,002 22	1,066 80	1,264 56		
:	***	1,566 00		_	_		4,433 25	4,190 72
*	* * * * * * * * * * * * * * * * * * * *	********			**********	***************************************	_	
		23 40	_		244 30	324 06	_	
•						•	_	
:		71 65	_		-	_		
82 62		2,849 85	_					
			_				_	
							_	
	140 64	90 45	174 96	287 88	347 90	198 96		
709 \$3		1,040 85	_			3,646 50	_	
1,840 86	1,814 40	1,899 35	3,605 76			-	_	
:							_	
8,870, 81	3,406 56	3,158 10	4,975 02	6,187 32	5,737 90	5,698 44		6,332 80
61 82			4,089				_	
61 05	3,595 20		5,848		-		_	_
:			-	_		-		
:					-			
1,179 51	1,441 92	1,426 05	2,765 52			_	_	• •
***************************************			• • • • • • • • • • • • • • • • • • • •				•	339 20
1 36	58,703 94	Total	899,192 96	\$125,904 94	\$181,772.90	\$141,482.26	\$181.158 75	\$169.185.28

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TABLE NO. 2.

TABLE No. II.

SHOWING AMOUNTS OF TAX BAISED IN EACH YEAR FOR SCHOOL PURPOSES.

Counties.	1849.	1850.	1861.	1862.	1868.	1864.	1855.	1856.	1867.	1858.	
Adams			,						1		
Bad Ax	:		\$82.24	\$96 49	123 00	262 82	438 11	2,028 25	2,707 83		٥
Brown		\$53 00	778 19	585 10		_		_			Ю
Buffalo	*****	********			•			_			٥
Celumet	**********	176 45	149 12	151 48	206 00	347 10	440 03	-	900		0
Chippowa				********				_	150		0
Clark	***			*********					865		
Columbia	\$575 00		2,693 26					3,488 98	161'9		æ
Crawford	***	185 00	241 65	_		_			3,016		80
Dane	1,509 67	2,828 50	1,630 61	_							80
Dodge,	1,116 10	5,667 58	1,607 40	1,686 28	1,769 10	8,159 53	4,087 58	8,827 55			
Door				- 4							b
Douglass		************	*******		*****		1,150 00	*****			
Dun.		****					•		_		6
Sau Claire									_		0
Fond du Lac	86 20	4,693 77	2,205 47	1,250 07	1,826 77	2,297 52	2,918 61	3,175 86	3,333 66		gr)
Grant	687 00		1,263 92	_							œħ.
Green,		1.276	730 00	_	_	_	- •		99		90
Green Lake	:				-						
Lowe.	25	1,267 71	1,681 69	1,601 19		_		2,899 95			63
Jackson		:	, , ,			_	_				es.
Jefferson	1.195 21	2,769 49	1.442 77	1.880 00	1.809 56	2,945 15	8,141 87	8,043 60	_		gi)
Juneau.	,				-			•	-		<b>9</b> 0
Kewennee	*********							680 00	_		ø
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La Fayetta	La L'onne. Kanitowoo	Marathon	darquette	Hijwackee	Honroe.	Donto	Outagamie	Ozaukee	 	Pierce	Polk	Portage	Racine	Richland	Rook.	Bt. Croix	Sauk	Shawenew	Bheboygan	rempelesa	Falworth	Washington	Faukesba	Facpaca	Waushars	finnebage.	# 00g	Total \$16,932 42 \$51,461 38 \$48,567 57 \$4
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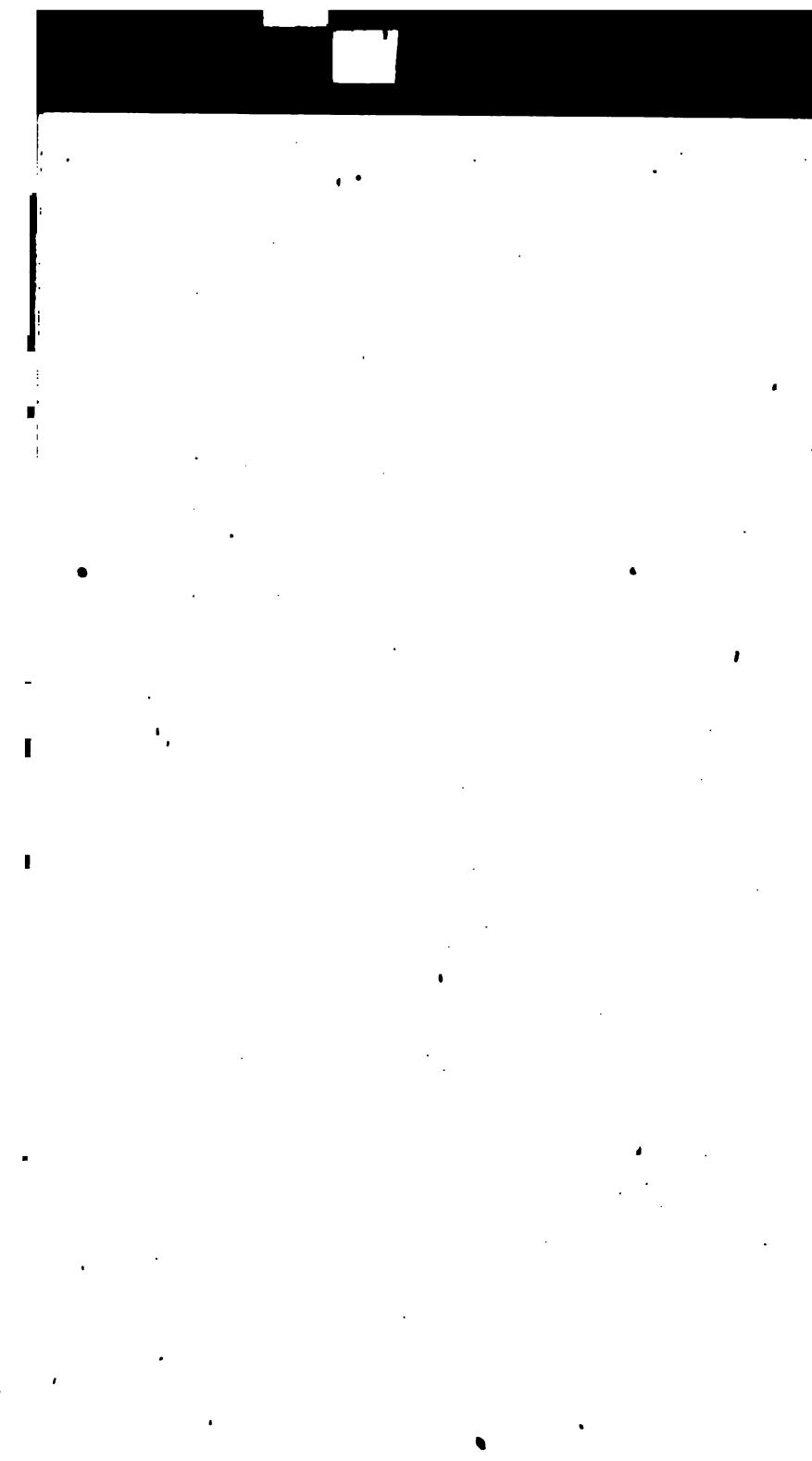


TABLE NO. 3.

TABLE No. III.

SHOWING NUMBER OF DISTRICTS IN BACH YEAR,

	1849.	1850,	1851.	1852.	1858.	1854.	1866.	1856.	1857.	1858.	1869.
					;	{	[ ;		9	1	1
Adams,	*******	*******	******		*	22	250	٩	*	47	2)
Bad Ax.	•		-	9	11	18	87	<b>Q</b>	*\$	67	77
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Ruffelo								51		18	26
		_	120	- 11	17	91	9.6	8	. &	N	20
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						P	4	<b>P</b> C1	9 6	110	2 4
Colonibia		_	8	01	8	110	100	=======================================	1 0	104	190
· · · · · · · · · · · · · · · · · · ·		- 6	3	* *	3 4			1	011	-	3 2
Crawford,	91	2	-	=	*	200	27	2	280	2	3
Dane	26	88	158	213	184	100	160	191	166	176	178
	182	386	147	138	134	12	138	185	131	130	148
Door		_					1		~	90	13
Dogelass			-				¢	ci		41	ø
Dang	,		,				1	:	90	1	00
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Bau Claire,		:					******		20	9	7
Fond du Lac,	85	101	90	114	119	200	22	124	132	127	188
Grant,	8	28	901	109	108		118	114	131	140	200
Groop,	2	74	78	80	86	2	88	8	8	. 100	100
Green Lake,	•			*				:		4	3
Iowa.			61	89	<b>3</b>	92	71	90	83	88	8
						10	•		8	8	25
;	ę.	88	10	88	28	88	178	106	107	8	173
									89	3	8
Lowanne.								•	•	8	2
Keneha			6.7	99	70	7	25	9	82	2	2
La Orena			el	9	1	12	70	8	8	ā	*

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		19	21	8	83	31	8	4	20	28
			4	69	7	21	23	23	3	2
					-	******		-	22	9
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				01	4			7	10	10
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108	100	101	8	8	8	24	101	8	2	8
112	114	136	146	91	16	88	88	88	18	81
81	101	100	8	8	88	88	88	81	8	38
		<b>&amp;</b>	***	17	នុ	2	28	2	61	8
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22	82	<b>4</b> 4	2	9	8	67	8	8	\$	2
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1.480	1.658	1.846	2,006	2068	2.088	2479	2,656	8.014	8.181	8.687

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TABLE NO. 4.

# TABLE No. IV,

APPORTIONMENT OF SCHOOL FUND INCOME—1859.

Counties and Towns.	No. of Children.	Apportion- ment.
Adams—		
Adams,	100	\$64 00
Chester,		80 00
Dell Prairie,	309	197 76
Easton,		72 32
Grand Marsh,		110 72
Jackson,	195	124 80
Quincy,	177 117	113 28
Richfield,		74 88 208 64
Strong's Prairie,	326 233	1
Springville,	253 93	149 12 59 42
White Creek,	88 88	56 32
Preston,		
New Haven,		128 00
Leola,		14 08
Rome,		
Verona,		
Brownville,		
	2,271	\$1,453 44
BAD Ax-		
Webster,	98	862 72
Greenwood,	118	75 52
Harmony,	_	62 08
Hillsberough,		121 60
Stirling,		115 20
Viroqua,	543	347 52
Forest,		55 68
Whitestown,		27 52
Union,		33 92
Franklin,		189 44
Kickapoo,	305	195 20
Wheatland,		113 28
Christiana,	282	148 48
Jefferson,		280 32
Liberty,		
Bergen,	58	87 12
Clinton	19	12 16
Hamburg,	119	76 76

Table No. IV .- continued.

Counties and Towns.	No. of Children.	Apportion- ment.
nows— Green Bay City,	917	\$586 88
Green Bay Town,	1,446	925 24
Pittsford,		90 00
New Denmark,		88 82 161 92
Howard	429	274 56
Depere Village,	201	128 64
Bellevuč,	278	177 92
Wrights Town,	166 76	106 24 48 64
Morrison,	214	136 96
Howardbarough,	141	00:04
Rockland,	118	75 52
Depere,	126	80 64
Glenmore,	118	72 82
Suamico,	160	102 40
	4,776	\$8,056 64
Alma, Buffalo, Belvidere, Bloomington, Cold Springs, Cross, Eagle Mills, Gilmanton, Nelson, Naples, Waumundee,	116 126 112 35 93	\$74 24 80 64 71 68 22 40 59 52 19 84 46 72 81 28
Brothertown, Brillion, Charlestown, Chilton, New Holstein, Rantoul, Stockbridge, Woodville,	399 55 261 356 302 83 376 104 259	\$255 36 35 20 167 04 277 84 193 28 53 12 240 64 66 56 165 76
· · · · · · · · · · · · · · · · · · ·	2,196	\$1,404 80

TABLE No. II.

BHOWING AMOUNTS OF TAX RAISED IN RACH YEAR FOR SCHOOL PURPOSES.

Counties.	1849.	1860.	1861.	1862.	1863.	1864.	1855.	1856.	1867.	1868.
Adame					ı –	1 -	Ι.	_		
Bad Ax			882 24	896 49	123 00	262 82	439 11			_
Brown.		\$53 00	778 19	685 10				-		- +
Buffalo								200 77	200 00	_
Calumet		175 45	149 10	151 48	206 00	347 10	440 08			_
Chippewa			*********			_				_
Clark	4		*****					1,508 87		_
Columbia	\$675 00	1,647 41	2,693 26	2,839 15	2,761 99	3,678 29	5,992 61			
Crawford				187		_		•	-	
Dane	1,509 67			1,662	_			4,174 25		
Dodge.	1,116 10			1,686		3,159 53		8,827 55	-	
Door	******	-								•
Donglass			******				1,150 00	********		-
Dunn									•	_
Kan Claire									350 00	_
Fond du Lac	842 29		2,205 47	_		_	_		_	-
Grant.	687 00	1,400 56	1,263 92	1,395 07	-				_	_
Green			780 00	943 00	930 00	1,615 00	1,920 20	2,105 00	_	
Green Lake			*********		-			•		_
lows	52 00	1,267 71	1,681 69	1,601 19	_			2,899 95		•
Jackson					_	-	-	*******		
Jeferson	1.195 21	2,768 49	1.42 77	1.380 00	1,809 56	2,945 15	3,141 87	3,043 60		
Junean					•			_	_	_
Kewankee	********			******		•	•	680 00	425 00	488 18
Kenosha	*********	2,590 92	2,480 69	68	2,586 44	8,161 78	5,614 02		_	
:			183 69		_	840 84	-	**********	_	_

00 1,024 00 1,800 00 2,182
100 100 100 100 100 100 100 100 100 100
75 00 454 50
66 1,485 48 1,832
64 7,818 10 7,412 02 9,837
869 22 08
00 170 00
84, 887 72, 652 84 1,008
60 1,181 27 1
4
64 437
180 00 100 00
80 200 12 288 53 209
31, 2,661 63 3,259 64 8,521
89 187 14 818 85 782
20, 4,369 80 5,118 28 6,321
18 198 60 388 87 265
782 80 1,415
617
85: 8,230
62. 1,578 43 2,496 00 3,068
99 1,523 71 2,019 60 2,531
60 1,775 24 2,924 28 8,402
28 736
00 806 13 560 24 1,128
59 2,412 82 2,629 65 2,887
:
621 85 \$48,446 85 \$68,990 18 \$90,192 67 \$72,904



TABLE NO. 1.

TABLE No. I.

SHOWING AMOUNT OF INCOME APPORTIONED.

Counties.	1961.	1962.	1953.	1854.	1866.	1866.	1867.	1868.	1869.
Adame		1 :	9		\$748	\$1.883.90	1 -	1 -	
Bad Ax	838 08	\$ 162 72	204 75	452 68	715 64	1,141 00			,
Brown	757 71		708		1,889	1,468 60	_		_
Buffalo		:	:			175 00	_		-
Calumet	191 08	273 60	310 96	642 96	858 18	966 70	-		_
Chippowe		•				33 23	218 12	20802	172 16
Columbia	1.218 66	1 478 98	1 637	8.191 04	4.287	4 678 70	_		
A suffice	162 97	188			618 41				
Dane.	2,787 11	8.272	8,587		7,841	812			
Dodge	8,214 80	8,822	8,414		8,063				
Door	•	-			**********				
Douglas	*******		• • • • • • • • • • • • • • • • • • • •		••••••	45 50	**********		
Datas	********	*******	******		*********		180 18	٠.	
gan Claire	***************************************			******	*	_	•		
Fond du Lac	2,138 88	2,504 16	2,653 40	4,595 04	5,837	6 849 00	6,667 82	8,549 25	
Grant	2,527 79	2,730 64	2,813 40	4,888 08	_		_	_	
Green	1,963 98	1,845 60	1,863 55		8,858			8	
Green Lake		:	********		::	•			
Jones.	1,190 18	1,688 16	1,723 95	8,068 60	3,698 97	3,659 60	3,906	•	
Jackson		********			101		•		
Jefferson	2,565 17	2,738 40	2,805 30	5,022 72	6,282	6,087.20	7,709 20		
Juneau	•••••••	***********				************			
Kowanke	•	:			•	•		_	
Lenoth	1,961 96	1,968 64	1,798 25	8,019 68	8,620 74	8,822 90	3,074 94	8,708 75	
J. Orosse	2 2			80	200		_		

Microphore	La Fayette	1,481 67	1,984 80	1,999 80	3,378 98	4,219 81	8,970 40	4,079 46	4,983 00	
Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1,1979   Marcol   1	The L'ounte.	•					-			
Market   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,000   1,0	Manttowoo		410	071 00	1,233	_				
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actual         8,870         81         3,406         66         3,158         10         4,975         02         6,187         32         5,727         90         5,698         44         6,950         25         6,332           nigton         8,061         82         3,721         92         2,362         05         4,039         20         5,063         45         5,225         88         6,350         25         8,382         75         8,382         75         8,382         75         8,382         75         8,382         75         8,382         76         8,382         76         8,382         76         8,382         76         8,382         8,382         8,463         80         8,463         80         8,463         80         8,463         80         8,463         80         8,463         80         8,463         80         8,463         80         8,463         80         8,463         80         8,463         80         8,463         80         8,463         80         8,463         80         8,463         80         8,463         80         8,463         80         8,463         80         8,463         8,463         8,463         8,463	Sheboygan		1,814	1,999 35	3,605 76	_				
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TABLE NO. 2.

TABLE No. II.

SHOWING AMOUNTS OF TAX RAISED IN RACH YRAR FOR BCHOOL PURPOSES.

Counties.	1849.	1850.	1861.	1852.	1858.	1854.	1855.	1856.	1857.	1868.
Adams		***					<b>\$634</b>		8842	-
Bed Ax	****		882 24	\$96 49	193 00	262 82	483 11	2,028 25	2,707 83	_
Brown		\$58 00	773 19	58			778		1,228	
Buffalo								-	200	_
Calumet	******	176 45	149 15	101 48	206 00		440 03			_
Chippowa			********			487 50		200 00		_
Clark		:	******	-						_
Columbia	\$675 00		2,693 26				6,992	_		
Grawford			241 65				404			
DED6.	1,509 67	2,828			_		8,920	-,		
Dodge	1,116 10	5,667	1,607 40	1,686 28	1,769 10	3,159 58	4,037 83	9,327 55		-
Door		:		-		-				-
Donglase				*******	*****	********	1,150 00			
Dunn	* * * * * * * * * * * * * * * * * * * *	*****								_
Sau Claire	• • • • • • • • • • • • • • • • • • • •				-				_	_
Fond du Lac	242 29 42 29	4,693	2,205 47	1,250 07	1,326 77	2,297 52	2,918 61	3,175 96	3,833 66	
Grant	687 00		1,263 92			_	2,981			_
Green		1,276	730 00			_	1,920	_	_	_
Green Lake						_				_
Lowe	22 62	1,267 71	1,081 69	1,601 19	_	_	3,671	2,899 96		-
Jackson						_	196	•		
Jefferson	1,126 21	2,763 43	1,442 77	1,880 00	1,909 54	2,945 15	8,141 87	8,043 60		_
Junea										_
Kowanaee	*****	••••••••	*********	:		•	:::::::::::::::::::::::::::::::::::::::	280 00		٠.
Kenoha	*****	2,500 92	2,480 69	2,682 26	2,586 44	8,161 73	6,614 02	6,126 88	6,720 48	6,961 36
Le Crosse	*******		188 88	2	_		310	********		_

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	****	:	:	*	4	*	* * * * *	:		:	:	4		:		:	8,462	_	
::	650 00	790 96		264 16	575	\$		2	593	8	70.1	28		:	1.808	- '	2,409	_	
:	-:	•	:					8	454	20		:		:	1991	_	96		
	:	1.072 9		520		Ś		99	1.485	8	1.882	8	1.940	_	2.007	_	17.028	_	
	1,602 75	1,782 80	7,456 87	84	7,685	49	7,813	70	7.413	8	9.887	3	12.221	61	14.679	_			
donroe			-	•				:	40	젊	698	10		-	2,020	_	1.858	-	
Ocento				_	_	2		8	170	8	280	8	815	8	990	-	1,618	_	
Outagamie			250	528 87.	200	24	837	et	652	3	1,008	8			1,096	2	3.920	6	
Ozaukee	:	*******	-	-	*****			8	1,181	27	1.785	8		:	1,800	_	200	_	
enfin.		* * * * * * * * * * * * * * * * * * * *		-:				:				-			286		989	_	
Pieroe		****		•	*			\$	437	69	202	8	264	2	20		1.589		
Polk	***			*	•	-:		8	100	: 8		-		-:	24.8	-	981		
:	:	65 0	0			2		ខ្ល	288	20	808	2	\$	5	75		996,5	_	
	8,777 48	2,114 48	_	1 47		11	2,661	88	8,259	2	8,521	<b>₹</b>	8,995	16	16,132		1.40	_	
:	:	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	_		8	22		14	818	88	782	ধ		:	1.146		7,792	_	
	19 886	6,128 3	8,279	8		2		8	5,118	8	6,821	04		:	7,712		1,491	_	
;		8	. OO		8	00		8	88	24	188	<u> </u>		:	1,228		4,195		4
		484 2			1,111	7		8	1,415	16	1,891	8			2,017		12	_	В
:	***	******	_:	•	•	:		-		-:	419	2	677		155		6,274	-	
_	1,907 00	2,219 01	1,749 70	202	2,562 8	2	2,850	88	9,008	8	8,230	3	2,517	8	3,764		88		
Trempeleau	::		:	:		:		;	112	41	19	18	48		656		3,470		
Walworth 1,626	25 79 79	6,484 04	1,695	× 71		32		43	2,496	8	3,068	8	2,868		2,846	_	3,180		
:	64	1,054 9		7 91		2		1	2,019	8	2,581	78	2,565		2,612		8,660		
_	13 67	2,297 4		89		စ္က		7	2,924	8	8.402	84			8,176		1.535		
:		,				2		8	461	8	786	8	1.008	8	918		2,681		
			:	:		9		13	280	24	1.128	65			2.28		4.278		
	180 00	1.859 97	7 1.898 05	1 05	1.584	59	2.412	8	2.629	9	2.887	8	9.164	00	8.664		989		
								_		:					0				
	j															_			
Total \$16,982 42,\$51,461 89,\$43,567 67,\$40,8	82 42	\$ 197,10	8 443,567	7 67 S	12	88	\$48,446	36	\$66,990	13	\$90,192	62	\$72,604	8	128,161	2	147,919	8	



TABLE NO. 3.

SHOWING NUMBER OF DISTRICTS IN EACH YEAR.

Counties.	1849.	1850,	1851.	1852.	1853.	1854.	1855.	1856.	1857.	1858.	1859.
					-	55	2	3.6	97	2	68
Author contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contract to the contrac					7.7	9	45	2		-	3
Bad Ax.			Ŀ	95	11	13	87	48	65	67	77
	9	126	17	17	15	16	38	87	9	97	629
Buffelo.			,					ct	-	18	28
Calumet	Ģ	-	13	17	17	21	25	30	600	44	52
Chippewa.						7	G9	4	90	11	10
Clark			***************************************		*			ct	CI	10	9
Columbia.	41	7.1	c† 80	91	86	110	109	111	119	124	133
Crawford.	16	90	ф	11	63	133	17	86	9	69	88
Dene	26	80	153	218	164	160	169	161	166	176	179
Dodge,	132	136	147	138	134	142	138	185	131	139	148
Door	***		:						00	70	13
							ଟା	cł	,	CI	<b>6</b> 3
Dann				*******					29		집
Men Claire,									00	15	2
Fond du Lac	78	101	106	114	119	125	120	124	132	127	138
Grant,	88	26	300	109	108	*	118	114	131	140	150
Green,	70	74	39	85	60	94	88	90	88	· 100	100
Green Lake,		***************************************		:			* * * * * * * * * * * * * * * * * * * *	*		45	ă
lows,	-	61	61	92	63	58	71	88	85	28	200
Jackson,						10	E+	***************************************	23	8	점
Jefferson,	2	88	16	88	66	69	178	106	107	8	178
Janeso,			4 0 2 0 0 0 0 0 0					•	8	2	8
Kowanase,			****	******				*	9	8	ন
Lenosha.	:	10	8	200	3	2	57	3	62	<b>3</b>	2
La Crosse,			디	87	CT	10	7	28	8	7	-

¥*	3.	10	8	8	11	39	8	23	10	8	2	159	8	28	116	<b>3</b>	117	-	168	9	8	10	88	\$	£	2	25	8,537
8	8	•	7	\$	8	12	2	9	12	a	10	28	28	F	203	8	188	e	102	9	2	16	28	6	8	\$	2	8,181
8	8	10	8	\$	3	-	4	20		3	7	\$	<b>\$</b>	11	206	53	116	4	200	18	8	8	4	8	2	8	<b>L</b> -	\$,014
20	8	φ	8	\$	7	00	2	89	•	2		8	11	54	122	13	137	<b>¢1</b>	28	-	101	8	88	8	67	8	₹	2,666
22	62	iĠ	<b>ಹ</b>	8	15	6	81	63		10		2	23	\$	121	97	<b>.</b>	ct	<b>5</b>	60	97	8	88	22	<b>a</b>	6		2,479
#	46	10	88	\$	8	7	23	2		-	4	12	67	Ei	108	6	•		<b>3</b> 8	*	8	16	88	ឧ	2	28		2,088
F	8	CR	7	3		19	88	64		99	93	9	99	15	116	40	23		8	****	\$	16	28	17	2	2	:	2,068
8	88		33	3		10	21					4	8	18	114	9	\$	:	2		8	146	2		=======================================	3		2,005
8	23		78	8			19						40	7,	104	60	5		0 <b>†</b>		101	126	100	80	******	47	:	1,846
<b>z</b>	69		23	3	***							d	69	2	104	61	8.7	:	2		901	114	101		•	8	:	1,658
<b>5</b>	7		28	8	•	****	44						123		8	F	8	:	82	4 * * * * * * * * * * * * * * * * * * *	108	112	81	:	:	88	:	1,430
La Payette,	Manitowoo.	Merethon	Marquette.	Milwaykee	Mouroe	Oconto	Outeramie		Pepin	Pierce	Polk.		Recine	Richland,	Bock	Bt. Croix,	Sank,	Вътпрат	Sheboygan,	Trempelenu,	Welworth	Washington,	Waukesha,	Waupaca	Waushars,	Winnebago,	Wood,	Total,

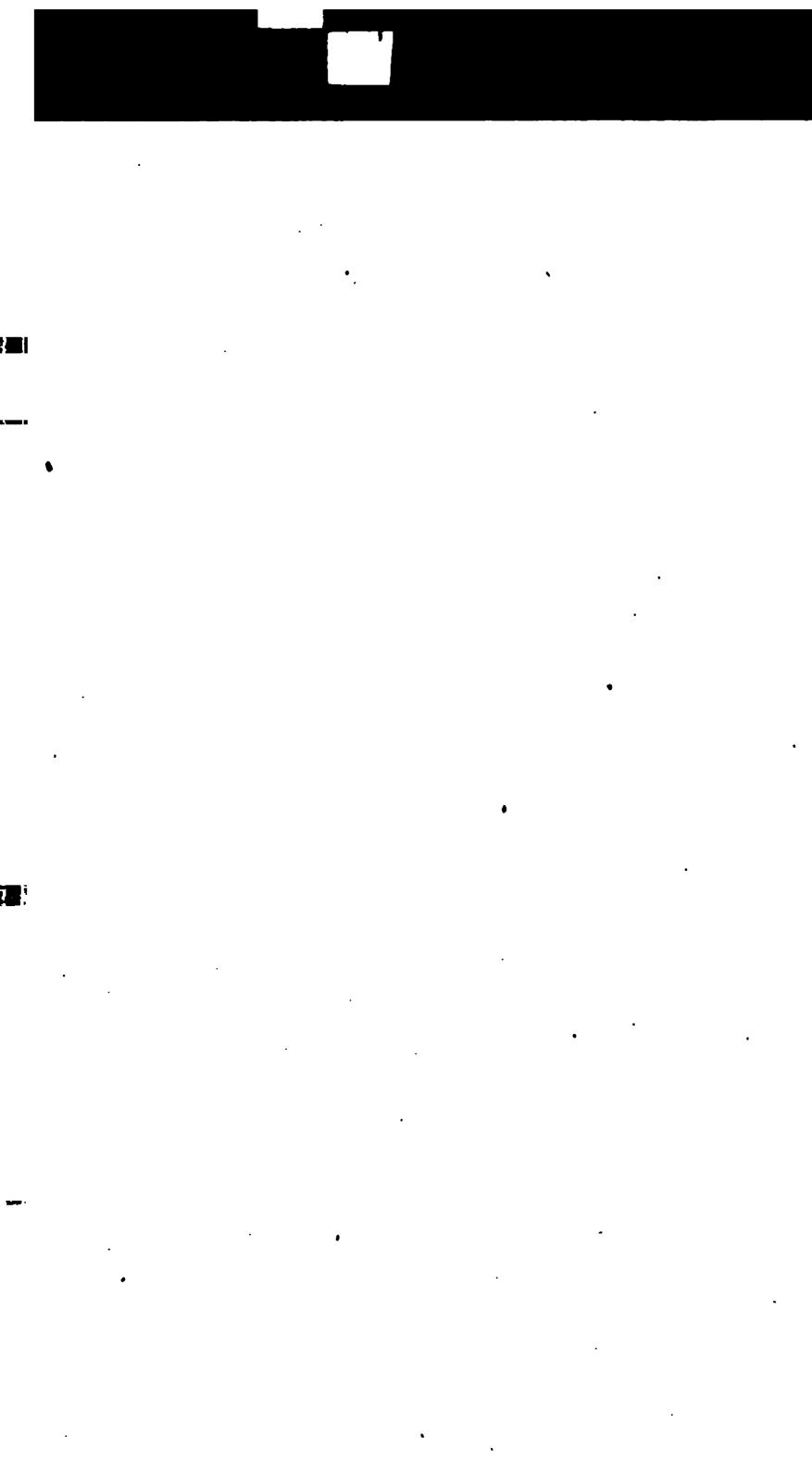


TABLE NO. 4.

# TABLE No. IV,

SHOWING

APPORTIONMENT OF SCHOOL FUND INCOME—1859.

Counties and Towns.	No. of Children.	Apportion- ment.
Adams-		
Adama,,	100	\$64 00
Chester,	125	80 00
Dell Prairie,	809	197 76
Easton	118	72 32
Grand Marsh,	173 195	110 72 124 80
Jackson,	177	118 28
Quincy,	117	74 68
Strong's Prairie,	326	208 64
Springville,	283	149 12
White Creek,	93	59 42
Preston,	88	56 32
New Haven,	200	128 00
Leola,		
Rome,	22	14 98
Verona,	• • • • • • • • • • • • • • • • • • • •	
Brownville,	********	
	2,271	\$1,459 44
Bad Ax—		
Wobster,	98	\$62.72
Greenwood,	118	75 52
Harmony,	97	62 08
Hillsberough,	700	121 60
Stirling,	180 543	115 20 347 52
Viroqua,	04.8	i 347 52
10		
Forest,	87	55 68
Forest,	87 43	55 68 27 52
Whitestown, Union,	87 48 87	55 68 27 52 33 93
Forest,	87 43 77 296	55 68 27 59 33 93 189 44
Forest,	87 48 17 296 305	55 68 27 52 33 92 189 44 195 20
Forest, Whitestown, Union, Franklin, Kickapoo, Wheatland,	87 43 77 296	55 68 27 59 33 93 189 44
Forest, Whitestown, Union, Franklin, Kickapoo, Wheatland, Christiana,	87 43 65 296 305 177	55 68 27 62 33 93 189 44 195 20 113 28
Forest, Whitestown, Union, Franklin, Kickapoo, Wheatland, Christiana, Jefferson,	87 43 77 296 305 177 282 488	55 68 27 52 33 93 189 44 195 20 113 28 148 48
Forest, Whitestown, Union, Franklin, Kickapoo, Wheatland, Christiana, Jefferson, Liberty,	87 43 77 296 305 177 282 488	55 68 27 52 33 93 189 44 195 20 113 28 148 48
Forest, Whitestown, Union, Franklin, Kickapoo, Wheatland, Christiana, Jefferson, Liberty, Bargen, Clinton.	87 43 mn 296 305 177 232 488	55 68 27 52 33 92 189 44 195 20 113 28 148 48 280 32
Forest, Whitestown, Union, Franklin, Kickapoo, Wheatland, Christiana, Jefferson, Liberty,	87 43 mn 296 305 177 282 488	55 68 27 52 33 92 189 44 195 20 113 28 148 48 280 32
Forest, Whitestown, Union, Franklin, Kickapoo, Wheatland, Christiana, Jefferson, Liberty, Bargen, Clinton.	87 43 mn 296 305 177 232 488	55 68 27 52 33 92 189 44 195 20 113 28 148 48 280 32



Table No. IV.—continued.

Counties and Towns.	No. of Children.	Apportion- ment.
Wr— Green Bay City Green Bay Town,		\$586 88 925 24
Pittsford,		
New Denmark,	138	88 82
Lawrence,	208	161 92
Howard.	429	274 56
Depere Village	201	128 B4
Bellerus,	278	177 92
Wrights Town,	166	108 24
Morrison,	76	48 64
Holland,	214	186 96
Howardborough,	141	90 24
Rookland,	118	76169
Depere,	126	80 64
Glenmore,	113 160	72 82 102 40
	4,776	\$8,056 64
Buffalo, Belvidere, Bloomington, Cold Springs, Cross, Eagle Mills, Gilmanton, Nelson, Naples, Waumundee,	81	\$74 24 80 64 71 68 22 40 59 52 19 84 46 72 81 28
	110	9400 82
INST—		 
Brothertown,	399	\$255 36
Brillion,	55	85 20
Charlestown,	261	167 04
Chilton	356 302	277 64 198 28
New Holstein,	83	198 20
Rantoul	376	240 64
Stockbridge,	104	66 56
Woodville,	259	165 76
	2,196	\$1,404 80
1		l

Countles and Towns.	No. of Children.	Apportion- ment.
CHIPPEWA— Chippewa Falls	104	<b>\$</b> 66 56
Eagle Point,La Fayette,	79 86	50 56 55 04
•	269	\$172 16
CLARK—	55	832 00
Pine Valley,	121	77 44
Levis,	111	7 04
	100	\$116 48
Chawford-		
Prairle du Chien,	878	\$560 44
Eastman,	260	166 40
Marietta,	212 262	185 68 167 68
Soott,	828	209 92
Utica,	289	152 96
Clayton,	970	179 80
Freeman, Wauzeka,	251 96	160 64 61 44
	,794	\$1,788 16
3a	794	\$1,788 16
Columbia— A clington		
Arlington,	251	\$160 64
Arlington,		
Arlington,	251 383 416 787	\$160 64 212 48 266 24 471 68
Arlington,	251 838 416 787 418	\$160 64 212 48 266 24 471 68 264 22
Arlington, Caledonia, Portland, Columbus, Dekorra, Fountain Prairie,	251 838 416 787 418	\$160 64 212 48 266 24 471 68 264 22 272 64
Arlington, Caledonia, Portland, Columbus, Dekorra, Fountain Prairie, Ft Winnebago,	251 888 416 787 418 418 284	\$160 64 212 48 266 24 471 68 264 22 272 64 181 76
Arlington, Caledonia, Portland, Columbus, Dekorra, Fountain Prairie, Ft Winnebago, Hampdou, Leeda,	251 388 416 787 418 410 284 144 822	\$160 64 212 48 266 24 471 68 264 22 272 64
Arlington, Caledonia, Portland, Columbus, Dekorra, Fountain Prairie, Ft Winnebago, Hampdon, Leeda, Lowville,	251 888 416 787 418 410 284 822 284	\$160 64 212 48 266 24 471 68 264 22 272 64 181 76 290 16 206 08 181 76
Arlington, Caledonia, Portland, Columbus, Dekorra, Fountain Prairie, Ft Winnebago, Hampdon, Leeda, Lowville, Lodi,	251 888 416 787 418 410 284 144 822 284 461	\$160 64 212 48 266 24 471 68 264 21 272 64 181 76 290 16 206 08 181 76 295 04
Arlington, Caledonia, Portland, Columbus, Dekorra, Fountain Prairie, Ft Winnebago, Hampdou, Leeda, Lowville, Lodi, Lewiston,	251 888 416 787 418 410 284 444 822 284 461 805	\$160 64 212 48 266 24 471 68 264 22 272 64 181 76 220 16 206 08 181 76 295 04 246 40
Arlington, Caledonia, Portland, Columbus, Dekorra, Fountain Prairie, Ft Winnebago, Hampdou, Leeda, Lowville, Lodi, Lewiston, Marcellon,	251 888 416 787 418 418 284 822 284 461 885 403	\$160 64 212 48 266 24 471 68 264 22 272 64 181 76 290 16 206 08 181 76 295 04 246 40 257 28
Arlington, Caledonia, Portland, Columbus, Dekorra, Fountain Prairie, Ft Winnebago, Hampdou, Leeda, Lowville, Lodi, Lewiston, Marcellon, Newport, Otaego,	251 888 416 787 418 418 284 822 284 461 885 403	\$160 64 212 48 266 24 471 68 264 22 272 64 181 76 220 16 206 08 181 76 295 04 246 40
Arlington, Caledonia, Portland, Columbus, Dekorra, Fountain Prairie, Ft Winnebago, Hampdon, Leeda, Lowville, Lodi, Lewiston, Marcellon, Newport, Otaego, Pacific,	251 888 416 787 418 410 284 444 822 284 461 885 402	\$160 64 212 48 266 24 471 68 264 22 272 64 181 76 290 16 206 08 181 76 295 04 246 40 257 28 244 48 265 60 77 44
Arlington, Caledonia, Portland, Columbus, Dekorra, Fountain Prairie, Ft Winnebago, Hampdon, Leeda, Lowville, Lodi, Lewiston, Marcellon, Newport, Otaego, Pacific, Portage,	251 888 416 787 418 418 284 822 284 461 805 402 418 121 1,081	\$160 64 212 48 266 24 471 68 264 21 272 64 181 76 290 16 206 08 181 78 295 04 246 40 257 28 244 48 265 60 77 44 691 84
Arlington, Caledonia, Portland, Columbus, Dekorra, Fountain Prairie, Ft Winnebago, Hampdou, Leeda, Lowville, Lodi, Lewiston, Marcellon, Newport, Otaego, Pacific, Portage, Randolph,	251 388 416 787 418 419 284 461 385 403 411 121 1,081	\$160 64 212 48 266 24 471 68 264 22 272 64 181 76 290 16 206 08 181 76 295 04 246 40 257 26 244 48 265 66 77 44 691 84 275 84
Arlington, Caledonia, Portland, Columbus, Dekorra, Fountain Prairie, Ft Winnebago, Hampdou, Leeda, Lowville, Lodi, Lewiston, Marcellon, Newport, Otaego, Pacific, Portage, Randolph, Scott,	251 388 416 787 418 419 284 461 385 403 411 121 1,081	\$160 64 212 48 266 24 471 68 264 22 272 64 181 76 290 16 206 08 181 76 295 04 246 40 257 28 244 48 265 69 77 44 691 84 275 84 212 48
Arlington, Caledonia, Portland, Columbus, Dekorra, Fountain Prairie, Ft Winnebago, Hampdou, Leeda, Lowville, Lodi, Lewiston, Marcellon, Newport, Otaego, Pacific, Portage, Randolph, Scott, Spring Vale,	251 388 416 787 418 410 284 444 822 284 461 885 403 414 121 1,081 441 889 809	\$160 64 212 48 266 24 471 68 264 22 272 64 181 76 290 16 206 08 181 76 295 04 246 40 257 26 244 48 265 66 77 44 691 84 275 84
Arlington, Caledonia, Portland, Columbus, Dekorra, Fountain Prairie, Ft Winnebago, Hampdou, Leeda, Lowville, Lodi, Lewiston, Marcellon, Newport, Otaego, Pacific, Portage, Randolph, Scott,	251 388 416 787 418 410 284 444 822 284 461 885 403 414 121 1,081 441 889 809	\$160 64 212 48 266 24 471 68 264 21 272 64 181 76 290 16 206 08 181 76 295 04 246 40 257 26 244 48 265 60 77 44 691 84 275 84 212 48 183 26

Counties and Towns.	No. of Children.	Apportion- ment.
Dane-		
Albion,	. 419	\$268 16
Black Earth,	. 842	218 68
Blooming Grove,		167 04
Blue Mounds,		179 84
Bristol,		285 44 211 20
Burke,		181 20
Christiana,		869 92
Cottage Grove,		814 88
Cross Plains,		239, 36
Dane,		284 88
Deerfield,		215 04
Dunkirk,		879 52
Dunn,		211 84
Fitchburg,		278 28
Madison,		148 86
Madison City,		1,872 16
Medina,		259 20
Middleton,		290 56
Montrose,		217 60
Oragon,		288 64
Perry,		145 28 228 36
Primrose,		818 72
Roxbury		279 68
Rutland,		292 49
Ray,		195 20
Spring Dale,		208 52
Springfield,	. 404	258 56
Sun Prairie,	.   278	288 72
Vermont,	.   304	180 56
Vienna,	.   218	189 53
Yerona,		299 52
Westport,		195 84
Windsor,		217 60
York,	. 378	241 92
	15,082	\$9,652 48
Donda		
Ashippun,	. 603	\$885 92
Beaver Dam,	. 546	849 44
Beaver Dam City,		561 28
Burnet,		238 60
Calamus,		215 04
Chester,		896 16
Clyman,		864 00 850 79
Elba,		876 96
Harman		438 28
Fox Lake,		542 72
Hubbard,		604 80
Hustisford,		869 92

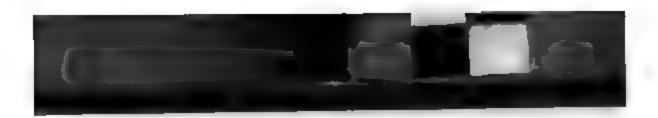
Countie	es and Towns.		No. of Children.	Apportion- ment.
Dodge-continued.				
Le Roy,			399	\$255 36
Lomira,			408	261 12
Lowell,			781	499 84
Oak Grove,			786	471 04
Lebanon,			702	449 28
Portland,			450	288 00
Rubicon,		* * * * * * * * * * * * * * * * * * * *	805	515 20
Shiolds,		*********	60 <b>7</b>	889 48
Theresa,	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		78 <b>9</b> 651	504 96 416 64
Trenton,			188	120 32
Westford,		4 1 5 7 4 7 4 1 5 5 5	722	462 08
Williamstown,		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	122	404 00
			15,839	\$9,816 96
Door-		1		
Otumba,			230	\$147 20
Gibraltar,			105	67 20
Forestville,				]
Washington,				********
			335	8214 40
DOUGLAS-			D00	
Superior,	., ,		174	\$111 36
Dъим		· ·		=
Menomonee			60	\$38 40
Dunn,			111	71 04
Eau Galla,			56	85 84
Rock Creek,			87	55 68
Spring Brook,			139	88 96
		-	453	\$289 92
EAU CLAIRE-				
Eau Claire,	. 1		274	\$175 36
Half Moon,			131	88 84
Bridge Creek,			92	58 88
Brunswick,				40 32
			560	\$858 40
Tana an Tua		[-		
Fond Dy Lac-	t )		1,839	\$1,176 96
Fond du Lac, (Ci Ripon, (City,)	,y,),,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		538	841 12
Waupun, (Village	).	**********	696	446 72
Fond du Lac,			455	291 20
Ripor,			300	. 192 00
Waupun,			-	
Metomon,			587	975 68
Alto,			428	278 92
Byron,	**********		457	292 48
Rosendale,			477	805 28

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Table No. IV.—continued.

Counties and Towns.	No. of Children.	Apportion- ment.
OND DU LAC-continued.		
Spring Vale,	485	<b>\$</b> 310 40
Oakfield,	420	200.00
Lamartine,	882	244 48
Empire,	323	206 72
El Dorado,	478	805 92
Friendship,	242	154 86
Calumet,		852 00
Taycheedah,		878 12
Ashford,	610	990 40
Forest,	472	802 08
Eden,	428	278 92
Marshfield		311 66
Auburn,		248 89
Oscooln	822	208 09
	11,944	\$7,644 16
		Wilder of
BANT-	2007	<b>P</b> 000 00
Beetown,	47U	\$800 80
Clifton	877 525	241 28 886 00
Casaville,		
Ellenboro		282 82 826 40
Fennimore,	418	267 52
Harrison,	958	618 12
Hazel Green,	476	804 64
Jamestown,	399	255 86
Lims,	188	120 83
Little Grant,	172	110 06
Liberty	716	458 24
Lancaster,	320	204 80
Marion	619	396 16
Millyille,	246	157 44
Muscoda,	268	168 3
Paris,	402	207 31
Platteilla	1,035	664 32
Plattville,	1,008	641 92
Potosi,	459	298 76
Smeltzer,	198	126 72
Waterleo,		185 68
Wyalusing,	240	158 60
Wingville,	106	67 84
Blue River,	193	128 52
Hickory Grove,	189	88 96
	11,010	\$7,046 40
REEN-		
Albany,	486	\$811 04
Adams	249	159 86
Brooklyn	895	252 8
APAWWM37300 0 4 5 5 5 6 4 1 5 6 5 6 1 5 6 6 6 6 6 6 7 7 9 9 9 9 9 9 9 9 9 9 9 9		
Claruo	682	l 486 48

Counties and Towns.	No. of Children.	A pportion ment.
FREN—continued.		
Decstur,	589	\$876 96
Jefferson,	00A	857 76
Jordan,	803	225 95
Monroe,	919	588 16
Mt. Pleasant,		284 10
Exeter,		227 20 145 95
York,	000	196 4
Washington	400	809 1
Spring Grove,	40.4	309 7
Sylvester,	000	193 2
New Glarus,		
	7,280	184,659 20
lasen Lare—		
Berlin, (City,)	707	\$452 4
Berlin,		245 1
Brooklyn,	898	251 6
Dayton,		178 5
Green Lake,		268 1
Kingston,		221 4
Manchester,		248 8 128 6
Marquette,	177	245 1
Mackford,	***	878 8
Princeton,		146.5
Ste. Marie,		96 6
Senaca,		81 2
	4,598	\$2,943 7
OWA		
Arena,	392	\$250 8
Clyde,	221	141 4
Dodgeville,	1,260	806 4
Highland,		518 4
Linden,		408 9
Mifflin,		288 0
Mineral Point,		321 9 773 7
Mineral Point City,		218 2
Pulaski,	-	449 9
Ridgeway,		188 8
Wyoming,		
	7,226	\$4,624 6
		V = , = = = =
ACESON		
	890	
Albion,	152	97 2
Albion,	152 164	\$949 6 97 2 104 9
Albion,	152 164 80	97 1



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Table No. IV.—continued.

Counties and Towns.	No. of Children.	A pportion ment.
Manchester,	40 88	\$25`60 24 82
	978	625 92
Points— La Pointe,	87	*
Bayport,	87	\$28 68
######################################	806 989	\$195 84 632 96
Watertown,	842 1,009 402	588 88 645 76 257 28
Oakland,	726 568	464 64 860 82
Milford,	851	B4U 80 224 64
Farmington,	655 675	432 00
Waterloo,	607 878	889 48 241 92
Concord,	. 562 579	859 66 870 56
Watertown, (City,)	2,019	1,292 16
	11,208	\$7,178 19
THAT—		
Marion,		\$88 4
Summit,		94 72
Fountain,		241 95
Wonweod,	157	100 48
Lindina,		46 00
Armenia,		145 80
Lisbon,	1111	17417
Kildare,	246	157 44
Orange,		94.0
Necedah, Plymouth,		104 8
Clearfield,	24	14 #
Lyndon,	79	50 50
Beven Mile Creek,	128	77 72
	2,887	\$1,815 6

Table No. IV .- continued.

Carlton,       67       42         Red River,       226       144         Montpeller,       30       19         Casco,       106       126         Franklin,       184       117         Coryville,       32       20         Kewaunee,       147       94         Rewaunee,       147       94         Rewaunee,       1,268       \$918         Rewaunee,       1,428       \$918         Rewaune	Counties and Towns.	No. of Children.	A pportion ment.
Wolf.   \$245   \$245   \$246   \$226   \$144   \$245   \$266   \$144   \$467   \$425   \$144   \$467   \$196   \$125   \$146   \$196   \$125   \$146   \$196   \$125   \$146   \$196   \$125   \$146   \$196   \$125   \$147   \$144   \$117   \$144   \$117   \$144   \$117   \$144   \$117   \$144   \$117   \$144   \$117   \$144   \$117   \$144   \$117   \$144   \$117   \$144   \$147   \$144   \$147   \$144   \$147   \$144   \$147   \$144   \$147   \$144   \$147   \$144   \$147   \$144   \$147   \$144   \$147   \$144   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147   \$147	KEWAUNEE-		
Carlton, 226 144 Montpeller, 226 144 Montpeller, 30 19 Casco, 108 126 Franklin, 184 117 Coryville, 32 20 Kewaunee, 147 94  L,268 \$811  Kenosha, (City), 1,428 \$918 Fleasant Frairie, 569 367 Bristol, 511 327 Salem, 543 347 Wheatland, 623 398 Brighton, 478 305 Paris, 478 305 Paris, 478 305 Paris, 478 305 Faris, 951 608  La Crosse—  Greenfield, 295 \$131 La Crosse— Greenfield, 132 34 Onalaska, 326 208 Holland, 80 51 Jackson, 141 90 Farmington, 235 150 Burns, 220 140 Farmington, 235 150 Burns, 220 140 Farmington, 151 96 Bangor, 161 96 Bangor, 168 350 Fayette, 278 177 Neshonoc, 151 96 Bangor, 196 125  LAFAYETTE—  Argyle, 378 \$241 Belmont, 80 681 Centre, 648 350 Fayette, 424 271 Gratiot, 418 264 Kendall, 406 229 Monticelle, 168 97 New Diggings, 665 4425 White Oak Springs, 265 161		104	\$245 76
Red River,       226       144         Montpeller,       30       19         Casco,       106       128         Franklin,       184       117         Coryville,       32       20         Kewaunee,       147       94         Lewaunee,       1428       \$918         Bellan       \$628       \$957         Bristol,       559       \$67         Bristol,       623       \$388         Bristol,       478       305         Briston,       478       305         Somers,       478       305         Somers,       472       302         La Crosse City,       951       608         Buchanan,       205       \$131         La Crosse City,       951       608		67	42 88
Montpeller,   30   19   196   128   117   Caseo,   108   128   117   Coryville,   32   20   Kewaunce,   147   94   1,268   \$811   Kenosha (City,)   1,428   \$918   Pleasant Prairie,   559   367   Bristol,   511   327   Salem   478   305   Paris,   478   305   Paris,   478   305   Paris,   478   305   Paris,   478   305   Paris,   478   305   Paris,   478   305   Paris,   478   305   Paris,   478   305   Paris,   478   305   Paris,   478   305   Paris,   478   305   Paris,   478   305   Paris,   478   305   Paris,   478   305   Paris,   478   305   Paris,   478   305   Paris,   478   305   Paris,   478   305   Paris,   478   305   Paris,   478   305   Paris,   478   305   Paris,   478   305   Paris,   478   305   Paris,   478   305   Paris,   478   305   Paris,   478   305   Paris,   478   305   Paris,   478   305   Paris,   478   305   Paris,   478   305   Paris,   478   305   Paris,   478   305   Paris,   478   305   Paris,   478   305   Paris,   478   305   Paris,   478   305   Paris,   478   305   Paris,   478   305   Paris,   478   305   Paris,   478   305   Paris,   478   305   Paris,   478   305   Paris,   478   305   Paris,   478   305   Paris,   478   305   Paris,   478   305   Paris,   478   305   Paris,   478   Paris,   478   Paris,   478   Paris,   478   Paris,   478   Paris,   478   Paris,   478   Paris,   478   Paris,   478   Paris,   478   Paris,   478   Paris,   478   Paris,   478   Paris,   478   Paris,   478   Paris,   478   Paris,   478   Paris,   478   Paris,   478   Paris,   478   Paris,   478   Paris,   478   Paris,   478   Paris,   478   Paris,   478   Paris,   478   Paris,   478   Paris,   478   Paris,   478   Paris,   478   Paris,   478   Paris,   478   Paris,   478   Paris,   478   Paris,   478   Paris,   478   Paris,   478   Paris,   478   Paris,   478   Paris,   478   Paris,   478   Paris,   478   Paris,   478   Paris,   478   Paris,   478   Paris,   478   Paris,   478   Paris,   478   Paris,   478   Paris,   478   Paris,   478   Paris,   478   Paris,   478   Paris,   478   Paris,	Red River,	226	144 66
Caseo, 108 126 Franklin, 184 117 Coryville, 32 20 Kewaunee, 147 94    1,268 \$911   1,268 \$911   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918   1,268 \$918		80	19 20
Franklin		198	126 7
Coryvills   32   20		184	117 76
Kewaunce,       1,268       \$811         I,268       \$811         Kenosha, (City,).       1,428       \$918         Pleasant Prairie,.       559       367         Bristol,.       511       327         Salem.       \$43       347         Wheatland,.       623       338         Brighton,.       478       305         Paris,.       478       305         Somers,.       472       302         5,092       \$3,258         LA Crosse.       692       \$3,258         La Crosse City,.       951       608         Buchanan,.       205       \$131         Campbell,.       132       84         Onalaska.       326       208         Holland,.       90       51         Jackson,.       141       90         Farmington,.       235       150         Burns,.       220       140         Barre,.       278       157      <			20 48
Kenosha		147	94 06
Kenosha (City,)		1,268	\$811 59
Pleasant Prairie,   559   387   Bristol,   511   327   Salem,   543   347   Wheatland,   623   398   Brighton,   478   305   Paris,   478   305   Semers,   472   302   \$3,258   \$131   La Crosse—   Greenfield,   205   \$131   La Crosse City,   951   608   Buchanan,   132   84   Onalaska,   326   208   Holland,   80   51   Jackson,   141   90   Farmington,   235   150   Burns,   220   140   Barre,   278   177   Neshonoc,   151   96   125   Bangor,   196   125   \$1,865   LAFATETE—   Argyle,   878   \$341   Belmont,   830   531   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   350   Centre,   548   35	Chrosha.		<del></del>
Pleasant Prairie,   569   367   Bristol,   511   327   Salem,   543   347   Wheatland,   623   398   Brighton,   478   305   478   305   5,092   \$3,258   5,092   \$3,258   5,092   \$3,258   5,092   \$3,258   5,092   \$3,258   5,092   \$3,258   5,092   \$3,258   5,092   \$3,258   5,092   \$3,258   5,092   \$3,258   5,092   \$3,258   5,092   \$3,258   5,092   \$3,258   5,092   \$3,258   5,092   \$3,258   5,092   \$3,258   5,092   \$3,258   5,092   \$3,258   5,092   \$3,258   5,092   \$3,258   5,092   \$3,258   5,092   5,092   \$3,258   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092   5,092	Kenosha, (City.)	1,428	\$918 93
Bristol,       511       327         Salem.       \$43       347         Wheatland.       623       398         Brighton.       478       305         Paris.       478       305         Somers.       472       302         5,092       \$3,258         La Crosse       5,092       \$3,258         La Crosse Gity.       951       608         Buchanan.       205       \$131         Campbell.       132       34         Onalaska.       326       208         Holland.       80       51         Jackson.       141       90         Farmington.       235       150         Burns.       220       140         Barre.       278       177         Neshonce.       151       96         Bangor.       151       96         Belmont.       249       100         Benton.       880       581         Centre.       605       887         Elk Grove.       548       350         Elk Grove.       605       887         Elk Grove.       548       350         <	Pleasant Prairie,		857 76
Salem,       \$43       347         Wheatland,       623       398         Brighton,       478       305         Paris,       478       305         Semers,       472       302         La Crosse       5,092       \$3,258         La Crosse City,       951       608         Buchanan,       951       608         Campbell,       132       84         Onalaska,       326       208         Holtand,       80       51         Jackson,       141       90         Farmington,       235       150         Burns,       220       140         Barrs,       278       177         Neshonce,       151       96         Bangor,       196       125         LAFAYETTE—       378       \$341         Argyle,       380       531         Centre,       605       387         Elk Grove,       548       350         Fayette,       424       271         Gratiot,       413       284         Kendall,       406       259         Monticollo,       1685       425		511	827 04
Wheatland,       623       398         Brighton,       478       305         Parls,       478       305         Somers,       472       302         5,092       \$3,258         LA Crosse City,       951       608         Buchanan,       951       608         Campbell,       132       84         Onalaska,       326       208         Holland,       90       51         Jackson,       141       90         Farmington,       235       150         Burns,       220       140         Barre,       278       177         Neshonce,       151       96         Bangor,       196       125         LAFAYETTE—       380       531         Argyle,       830       531         Centre,       606       387         Elk Grove,       548       350         Fayette,       424       271         Gratiot,       418       284         Kendall,       406       259         Monticello,       559       405         Monticello,       565       425         <		<b>548</b>	847 52
Parls,       478       305         Somers,       472       302         5,092       \$3,258         La Crosse City,       205       \$131         La Crosse City,       951       608         Buchanan,       951       608         Campbell,       132       84         Onslasks,       326       208         Holland,       80       51         Jackson,       141       90         Parmington,       235       150         Burns,       220       140         Barre,       278       177         Neshonce,       151       96         Bangor,       196       125         LAFATETTE—       378       \$341         Argyle,       378       \$341         Belmont,       249       100         Benton,       380       531         Centre,       605       387         Eik Grove,       548       350         Fayette,       424       271         Gratiot,       413       384         Kendall,       406       259         Monticello,       585       425		658	398 72
Somers	Brighton,		305 92
La Crosse   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258   Sa,258	Parle,		805 92
Creenfield	Somers,	472	302 08
Greenfield, 205 \$131 La Crosse City, 951 608 Buchanan, 284 Onalaska, 326 208 Holland, 80 51 Jackson, 141 90 Farmington, 235 150 Burns, 220 140 Barre, 278 177 Neshonoc, 151 96 Bangor, 196 125  LAFAYETTE— Argyle, 878 \$241 Belmont, 980 681 Centre, 606 387 Eik Grove, 548 350 Fayette, 424 271 Gratiot, 487 Kendall, 406 259 Monticelle, 168 97 New Diggings, 665 425 White Oak Springs, 252 161		5,092	\$3,258 88
Greenfield, 205 \$131 La Crosse City, 951 608 Buchanan, 284 Onalaska, 326 208 Holland, 80 51 Jackson, 141 90 Farmington, 235 150 Burns, 220 140 Barre, 278 177 Neshonoc, 151 96 Bangor, 196 125  LAFAYETTE— Argyle, 878 \$241 Belmont, 980 681 Centre, 606 387 Eik Grove, 548 350 Fayette, 424 271 Gratiot, 487 Kendall, 406 259 Monticelle, 168 97 New Diggings, 665 425 White Oak Springs, 252 161	A Charac		· <del></del>
La Crosse City, 951 608 Buchanan, 132 84 Onalaska, 326 208 Holland, 80 51 Jackson, 141 90 Farmington, 235 150 Burns, 220 140 Barre, 278 177 Neshonce, 151 96 Bangor, 196 125  LAFAYETTE— Argyle, 878 \$241 Belmont, 249 169 Benton, 880 681 Centre, 605 387 Eik Grove, 548 350 Fayette, 424 271 Gratiot, 418 264 Kendall, 406 259 Monticelle, 158 97 New Diggings, 665 425 White Oak Springs, 252 161		905	£191 90
Buchanan, Campbell, Onalaska, Buchanan, Campbell, Onalaska, Buchanan, Buchanan, Buchanan, Buchanan, Buchanan, Backson, Farmington, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burns, Burn	La Cronne City	951	608 64
Campbell, 132 84 Onelaska, 326 208 Holland, 80 51 Jackson, 141 90 Farmington, 235 150 Burns, 220 140 Barre, 278 177 Neshonoc, 151 96 Bangor, 196 125  LAFAYETTE—  Argyle, 878 \$241 Belmont, 249 150 Benton, 880 581 Centre, 605 887 Elk Grove, 548 350 Fayette, 424 271 Gratiot, 418 264 Kendall, 406 259 Monticello, 158 97 New Diggings, 425 White Oak Springs, 252 161			
Unalasks,       326       208         Holland,       80       51         Jackson,       141       90         Farmington,       235       150         Burns,       220       140         Barre,       278       177         Neshonce,       151       96         Bangor,       196       125         LAFAYETTE—       378       \$341         Belmont,       249       150         Benton,       380       681         Centre,       605       387         Eik Grove,       648       350         Fayette,       424       271         Gratiot,       418       264         Kendall,       406       259         New Diggings,       665       425         White Oak Springs,       252       161	Campbell.	132	84 48
Holland, 80 51 Jackson, 141 90 Farmington, 235 150 Burns, 220 140 Barre, 278 177 Neshonce, 151 96 Bangor, 196 125  LAFATETTE— Argyle, 878 \$241 Belmont, 249 INU Benton, 880 681 Centre, 605 887 Elk Grove, 548 350 Fayette, 605 887 Gratiot, 424 271 Gratiot, 418 264 Kendall, 406 259 Monticelle, 158 97 New Diggings, 665 425 White Oak Springs, 252 161	Onalaska.	1	208 64
Tackson,   141   90   235   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150   150	Holland,		51 20
Farmington, Burns, Burns, Barre, Parmington, Burns, Barre, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parmington, Parming	Jackson,	141	90 24
Burns, 220 140 Barre, 278 1277 Neshonce, 151 96 Bangor, 196 125  LAFAYETTE—			150 40
Barre, 278 177 Neshonce, 151 96 Bangor, 196 125  LAFAYETTE—	Burns,	220	140 80
Bangor, 196 125  2,915 \$1,865  LAFAYETTE—			177 92
2,915   \$1,865			96 64
LAFAYETTE	Bangor,	196	125 44
Argyle,       878         Belmont,       249         Benton,       680         Centre,       605         Elk Grove,       548         Fayette,       424         Gratiot,       418         Kendall,       406         Monticello,       158         New Diggings,       665         White Oak Springs,       252		2,915	\$1,865 60
Belmont,       349       IM         Benton,       880       581         Centre,       605       387         Elk Grove,       548       350         Fayette,       424       271         Gratiot,       413       264         Kendall,       406       259         Monticello,       158       97         New Diggings,       665       425         White Oak Springs,       252       161	LAPAYETTE-		
Belmont,       249         Benton,       880         Centre,       605         Elk Grove,       548         Fayette,       424         Gratiot,       418         Kendall,       406         Monticello,       158         New Diggings,       665         White Oak Springs,       252         161	Argyle,	878	\$241 99
Benton,       880       681         Centre,       605       887         Elk Grove,       548       350         Fayette,       424       271         Gratiot,       418       264         Kendall,       406       259         Monticello,       158       97         New Diggings,       665       425         White Oak Springs,       252       161			
Eik Grove,       548       350         Fayette,       424       271         Gratiot,       418       264         Kendall,       406       259         Monticello,       158       97         New Diggings,       665       425         White Oak Springs,       252       161	Benton,		681 29
Fayette, 424 271 Gratiot, 418 264 Kendall, 406 259 Monticello, 158 97 New Diggings, 665 425 White Oak Springs, 252 161			887 20
Gratiot.       418       264         Kendall.       406       259         Monticello.       158       97         New Diggings.       665       425         White Oak Springs.       252       161			350 72
Kendall,       406       259         Monticello,       158       97         New Diggings,       665       425         White Oak Springs,       252       161			271 8
Monticello,	Gratiot,		264 3
New Diggings, 665 425 White Oak Springs, 252 161	Kendall,		259 8
New Diggings,	Monticello,		97 9
	New Diggings,	665	425 8
	White Oak Springs,	252	161 9
	Willow Springs,	869	256 1/ 410 2

Counties and Towns.	No. of Children.	Apportion- ment.
LA FATETTE—continued—	238	<b>8140.10</b>
Shullsburg,	934	\$149 12 597 76
	7,100	\$4,544
MANITOWOC-		
Buchanan,		5205 44
Cato,	451	288 64
Centreville,	395	252 80
Cooperatown,	322 181	206 08 115 84
Pranklin	885	214 40
Konauth,	466	299 52
Manitowoc,	1,108	705 92
Manitowoc Rapids,	931	808 86
Maple Grove,	248	158 72
Meeme	378 674	241 92 431 86
Mishicott,	488	312 32
Rockland	188	120 82
Schleswig,	170	108 80
Two Rivers,	809	517 76
	7,005	\$4,488 20
MARATHON-		
Wausau,	182	\$116 48
Mosince	115	78 60
Eau Claire,	38	24 32
Jenney, Texas,		
	385	\$214 40
Manquette-		
Buffalo	291	\$186 24
Chrystal Lake,	185 186	118 40 119 04
Moundville,	373	288 72
Montello,	262	167 68
Mecan,	160	102 40
Neahkoro,	95	60 80
Newton,	220	140 80
Oxford	262 215	167 68 137 60
Packwaukee,	222	137 60 142 08
Springfield,	106	67 84
Westfield,		100 48
Chrystal Lake,-(additional)	19	12 16
	2,758	\$1,761 92

Counties and Towns.	No. of Chidren.	Apportion- ment.
Milwauhre— Franklin, Greenfield, Wauwatosa, Granville, Oak Creek,	1,019 1,033	8488 28 623 36 652 16 661 12 525 44
Lake,	798 927	469 12 693 28 8,543 86
	19,582	\$12,501 12
Молкон		
Adrian,	126	\$78 72 80 64
Clifton,	j <b>20</b>	19 90 12 80 56 82
Greenfield,	217 196	188 88 124 80 55 68
Le Roy,Little Falls,	64 122	40 96 78 08 99 20
Portland,	111 791	71 04 814 24
Sheldon,	91	67 84 51 84 40 82
Wilton,	126	80 64
	2,205	\$1,411 20
—откоо		
Oconto,		\$101 76 178 44
Stiles,	114	72 96
Pensaukee,	101	64 64
	645	\$412 80
OUTAGANIE-		
Appleton (City),	65	\$411 52 41 60
Luchanan,	105 1 <b>20</b> 215	67 20 76 80 187 60
Freedom,	67 267	42 88 170 88
Grand Chute,	298	149 76 187 53 140 16
Kankana		708 86F

	No. of Children.	Apportion- ment.
Outagamin continued— Liberty, Medina,	. 68 170	\$40 82 114 66
	2,819	\$1,804 16
OSAUKEE—	1.000	2012 00
Belgium	1,000	\$640 00 748 04
Cedarburg,	1,161	458 12
Grafton,	690	441 60
Mequon,	.1,829	850 66
Port Washington,	984	629 78
Saukville,	676	482 64
	0,548	\$4,190 72
Columna Le Roy,	182	\$116 48
St. Croix,		59 52
Alden,	18	8 32
Sterling,		
'IEBOS	288	\$184 82
Prescott	10	\$211 20
Biver Falls,		104 98
Oak Grove,		82 00
Clifton,		27 52
Perry	40	26 24
Mariell,	89 35	44 16
Hartland,		22 40
Pleasant Valley,	102	65 28
Trenton,	, 85	22 40
Trimbelle,	100	69 76
Diamond Bluff,	60	38 40
	1,088	\$664 82
OBTAGE-	<del>-</del>	
Amberst	78	849 92
Almond,		97 66
Belmont	173	110 72
Buena Vista,	153	104 82
Lanark	105	82 56
Linwood,	23 120	14 72 76 80
New Hope,	98	62 72
Pine Grove,		184 82
riover	558	857 12
Plover, Stevens Point.	900	1 001 14
Stevens Polnt,	184	117 76

	No. of Children.	Apportion- ment.
Papin—		l 1
Pepin	356	\$227 84
Bear Creek,	123	78 72
Albany	22	14 08
Frankfort,	41	26 24
Waubeck	58	37 12
Lima,	13	8 32
1	618	\$392 82
RAODEE—		<del></del>
Burlington,	832	\$582.48
Ruchester,	861	1 248 84
Dover,	486	279 04
Waterford,	568	860 32
Norway,	368	232 32
Yorkville,	514	328 96
Raymond,	476	304 64
Caledonia,	642	410 86
Racine,	487	279 68
Mt. Pleasant,	547	May 10
Racine City,	3,248	2,075 \$2
ļ	8,434	\$5,897 76
ICELAND-		
Akan,	86	855 04
Bloom	221	141 44
Buena Vista	832	212 48
Dayton,	188	120 82
Eagle,	288	152 83
Forest,	195	118 40
Henriotta,	179	: 114 56
Ithica,	388	1 248 32
Marshall,	216	138 24
Rockbridge,	196	125 44
Richland,	885	214 40
Richmond,	242	154 88
Richwood,	343	219 62
Sylvan,	195	124 80
Westford,	187 125	119 68 3 90 00
1		
 	3,656	<b>82,839</b> 84
Rook—	390	8249 60
Avon	270	172 80
Beloit	487	279 68
No. 14 . S	389	249 96
Bradford,		. 457 50
Bradford,		1
Bradford,	613	892 82
Bradford,		1

Counties and Towns.	No. of Children.	Apportion- ment.
Rock-eontinued-		
Johnstown,	441	\$282 24
Lima,	433	277 12
La Prairie,	296	190 72
Milton		354 56
Magnolia,		288 52
Newark,		300 16
Porter,		311 68
Plymouth,	465 452	297 60
Rock,		289 28
Spring Valley,	482	254 72
Turtle, Union,		809 48 437 12
Janesville, (City)		
Beloit, (City).	1,388	3,275 84 658 12
201010, (020).	-,000	030 12
	14,023	\$8,974 12
SHAWANO-		<del></del>
Richmond,		
Shawano,	50	\$82 00
Belle Plain		402 00
Belle Plain,		
Waukejohn,		
• • • • • • • • • • • • • • • • • • • •	<del></del>	
	50	\$32 00
Sack-		
Prairie du Sac,	628	\$898 72
Franklin,		225 92
Honey Creek,	7000	234 24
Westfield,		181 76
Deliona,		136 32
Baraboo,		451 84
Excelsior,		171 52
Winfield,	924	143 86
Woodland,		80 00
Recuburg		802 08
Marston,		803 96
Troy	263 336	168 32
Washington,		216 32 135 68
Greenfield,		232 32
Kingston,	1	183 68
Freedom,		188 24
Fairfield	1	146 56
Merrimac,	1	167 68
New Buffalo,	)	274 56
·	6,707	\$4,292 48
Trempeleau,	!	
TREMPELEAU, Trempeleau,	296 144	\$190 72 92 16

Counties and Towns.	No. of Children.	Apportion- ment.
EMPELEAU—continued—	41	826 24
Arcadia		42 24
Preston,		
Sumner,	* * * * * * * * * * * * * * * * * * * *	
	549	\$351 86
BOYGAN-		1
Sheboygan, (City)	1,361	\$871 04
Sheboygan Falts (Village,)	428	278 93
Sheboyg_n Falls,		850 08
Scott,	484	309 76
Abbott	558	358 92
Holland,	784	501 78
Mitchell,	356	927 B4
Lyndon,	600	384 00
Lima,	688	487 12
Wilson,	392	250 88
Rusrell,		89 60
Plymouth,	795	451 20
Greenbush,	'	325 76
Hermann,		378 24
Moselle	342	218 88
Property	868	235 62
Rhine, Sheboygan,	822	206 08
Successive		-
	9,165	<b>\$5,865 60</b>
LWORTH-		
	682	8436 48
Sharon,	682 564	8436 48 860 96
Sharon, Darien,		W ***
Sharon, Darien, Richmond,	564 322	860 96
Sharon,  Darien,  Richmond  Whitewater,	564 322 1,107	860 96 206 08
Sharon, Darien, Richmond Whitewater, Walworth,	564 322 1,107 560	960 96 206 08 708 48
Sharon, Darien, Richmond Whitewater, Walworth,	564 322 1,107 560 941	860 96 206 08 708 48 358 40
Sharon,  Darien,  Richmond,  Whitewater,  Walworth,  Delavan  Sugar Creek,	564 322 1,107 560 841 407	860 96 206 08 708 48 358 40 538 24
Sharon, Darien, Richmond, Whitewater, Walworth, Delavan Sugar Creek, La Grange,	564 322 1,107 560 941 407 502	860 96 206 08 708 48 358 40 538 24 260 48 321 29
Darien, Richmond. Whitewater, Walworth, Delavan Sugar Creek, La Grange, Linn,	564 322 1,107 560 941 407 502 412	860 96 206 08 708 48 358 40 538 24 260 48 321 28 263 68
Sharon, Darien, Richmond. Whitewater, Walworth, Delavan Sugar Creek, La Grange, Linn,	564 322 1,107 560 941 407 502 412 878	860 96 206 08 708 48 358 40 539 24 260 46 321 29 263 68 558 73
Sharon, Darien, Richmond. Whitewater, Walworth, Delavan Sugar Creek, La Grange, Linn, Geneva, Lafayette,	564 322 1,107 560 941 407 502 412 878 451	860 96 206 08 708 48 358 40 538 24 260 46 321 29 263 68 558 73 288 64
Sharon, Darien, Richmond, Whitewater, Walworth, Delavan Sugar Creek, La Grange, Linn, Geneva, Lafayette, Troy,	564 322 1,107 560 941 407 502 412 878 451 465	860 96 206 08 708 48 358 40 538 24 260 46 321 29 263 68 558 73 288 64 297 60
Sharon, Darien, Richmond. Whitewater, Walworth, Delavan Sugar Creek, La Grange, Linn, Geneva, Lafayette, Troy, Bloomfield,	564 322 1,107 560 941 407 502 412 878 451 465 515	860 96 206 08 708 48 358 40 538 24 260 48 321 29 263 68 558 73 288 64 297 60 329 60
Sharon, Darien, Richmond. Whitewater, Walworth, Delavan Sugar Creek, La Grange, Linn, Geneva, Lafayette, Troy, Bloomfield, Hudson,	564 322 1,107 560 941 407 502 412 873 451 465 515	860 96 206 08 708 48 358 40 538 24 260 48 321 29 263 68 558 73 288 64 297 60 329 60
Sharon, Darien, Richmond. Whitewater, Walworth, Delavan Sugar Creek, La Grange, Linn, Geneva, Lafayette, Troy, Bloomfield, Hudson, Spring Prairie,	564 322 1,107 560 941 407 502 412 878 451 465 515 594 598	860 96 206 08 708 48 358 40 538 24 260 46 321 29 263 68 558 73 288 64 297 60 829 60 860 16
Sharon, Darien, Richmond. Whitewater, Walworth, Delavan Sugar Creek, La Grange, Linn, Geneva, Lafayette, Troy, Bloomfield, Hudson, Spring Prairie, East Troy,	564 322 1,107 560 941 407 502 412 873 451 465 515 564 538 647	860 96 206 08 708 48 358 40 538 24 260 46 321 29 263 68 558 73 288 64 297 60 329 60 341 19 414 08
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Sharon, Darien, Richmond. Whitewater, Walworth, Delavan Sugar Creek, La Grange, Linn, Geneva, Lafayette, Troy, Bloomfield, Hudson, Spring Prairie, East Troy,	564 322 1,107 560 941 407 502 412 873 451 465 515 564 538 647	860 96 206 08 708 48 358 40 538 24 260 46 321 29 263 68 558 73 288 64 297 60 329 60 341 19 414 08
Sharon, Darien, Richmond. Whitewater, Walworth, Delavan Sugar Creek, La Grange, Linn, Geneva, Lsfayette, Troy, Bloomfield, Hudson, Spring Prairie, East Troy, Eik Horn,	564 322 1,107 560 941 407 502 412 878 451 465 515 594 638 647 420	860 96 206 08 708 48 358 40 538 24 260 48 321 29 263 68 558 73 288 64 297 60 329 60 341 12 414 08 268 80
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Sharon, Darien, Richmond. Whitewater, Walworth, Delavan Sugar Creek, La Grange, Linn, Geneva, Lafayette, Troy, Bloomfield, Hudson, Spring Prairie, East Troy, Elk Horn,	564 322 1,107 560 941 407 502 412 873 451 465 515 564 538 647 420 9,896	860 96 206 08 708 48 358 40 538 24 260 48 321 29 263 68 558 73 288 64 297 60 329 60 380 16 341 19 414 08 268 80
Sharon, Darien, Richmond. Whitewater, Walworth, Delavan Sugar Creek, La Grange, Linn, Geneva, Lafayette, Troy, Bloomfield, Hudson, Spring Prairie, East Troy, Elk Horn,	564 322 1,107 560 941 407 502 412 878 451 465 515 594 598 647 420	860 96 206 08 708 48 358 40 538 24 260 48 321 29 263 68 558 73 288 64 297 60 329 60 341 19 414 08 268 80 \$6,882 86



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Table No. IV.—continued.

Counties and Towns.	No. of Children.	Apportion- ment.
HIFQTOR—continued.		
Germantown	1,071	8695 44
Hartford,	924	591 36
Jackson	695	444 80
Kewaskum,	886	214 40
Polk	955	611 20
Richfield,	876	560 00
Trenton	628	401 92
Wayne,	588	376 83
West Band,	584	841 76
	<del></del>	
:	9,119	\$6,886 16
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KBSRA		•
Brookfeid	778	8497 92
Delafield,	527	887 28
Eagle,	425	272 00
Genesee,	687	407 68
Lisbon,	680	871 20
Menomquee,	829	580 56
Merton,	580	871 20
Mukwonago,	587	849 68
Muskego,	560	859 40
New Berlin,	740	478 60
Osonomowoc,	769	492 16
Ottawa,	483	277 12
Pewankee,	595	580 60
Summit,	480	807 20
Vernon,	450	280 82
Wankesha	1,308	888 92
` '		
	10,211	\$6,585 04
	*****	Tarana Maria
PAGA—		dr'
Dayton	1925	<b>\$209 92</b>
Farmington,,	205	181 20
Scandinavia,	165	105 60
Iola,	220	4 140 80
Lind,	802	198 28
Wanpaoa	0.00	. 254 72
St. Lawrence,	148	91 52
Weyauwega,,	<b>540</b> .	845 60
Royalton,	107	, 119 68
Little Wolf,	5.8	89 92
Union	17	10 88
Caledonia,	112	71 68
	416	266 24
Mukwa	106	67 84
Lebanon,		
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Counties and Towns.  No. Childre	
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Total number of Children,	152	\$169,185 2,187	50
	:	\$171,487	58

Apportionment, 64 cents per Scholar.



TABLE NO. 5.

Average amount of Wages per month pd. to Female Teachers.	\$20001100001000 400228001108820088
Average amount of Wages per month paid to Male Teachers.	21
Average No. of montha Schoola have been taught by a Female Teacher.	7000440440040040040040040040040040040040
Average No. of months Schools have been taught by a Male Teacher.	8 4 4 6 6 7 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
Average No. of months Children between 4 and 20 years of age have attended School.	40 40 40 00 00 40 00 00 00 00 00 00 00 0
No. of Children over 20 years of age who have attended School.	
No. of Children under 4 years of age who have attended School.	□     □       □     □       □     □       □     □       □     □       □     □       □     □       □     □       □     □       □     □       □     □       □     □       □     □       □     □       □     □       □     □       □     □       □     □       □     □       □     □       □     □       □     □       □     □       □     □       □     □       □     □       □     □       □     □       □     □       □     □       □     □       □     □       □     □       □     □       □     □       □     □       □     □       □     □       □     □       □     □       □     □       □     □       □     □       □     □       □     □       □ </td
No. of Children over 4 and undder 20 years of age who have attended School.	
Total No. of Children residing in Town, over 4 and under 20 years of age.	26 L 14 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2
No. of Female Children residing in Town, over 4 and under 20 years of age.	240555555555555555555555555555555555555
No. of Male Children residing in Town, over 4 and under 20 resers of age.	
Average No. of months Schools have been taught.	<u> </u>
No. School Houses in Joint Dist.	:::::::::::::::::::::::::::::::::::
Mo. of parts of Districts.  No. p'ts Dist. which have not Rep.	ын <u>4</u> шн ш : шшиц
No. of Dist. which have not Rep.	
No. of School Districts.	<b>∞ :⊣∞∞4∞≻€∞∞∞∞€€</b>
Names of Counties and Towns.	Adams, Barton, Barton, Brownville, Chester, Dell Prairie, Easton, Grand Marsh, Jackson, Leola, Monroe, New Haven, Preston, Quinoy, Richeld,

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Average amount of Wages per month pd. to Female Teachers.	12 90 14 50 15 15 15 15 15 15 15 15 15 15 15 15 15	14 26
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Arerage smount of Wages per month paid to Male Teachers.	24.25 16.56 24.25 25.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25 26.25	\$22 48
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Average No. of months Schools have been taught by a Male Teacher	2 8 4 4 4 1 6 6 7 6 6 7 6 6 7 6 6 7 6 7 6 7 6 7 6	4
Average No. of months Children between 4 and 20 years of age Looded School.	484 - 80 480 0 480 0 480 0 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	6.8.5
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No. of Children under 4 years of sego who have attended Gohool.	R = 40	22
No of Children over 4 and un- der 20 years of age who have attended School.	88 148	170
Total No of Children residing in Town, over 4 and under 20 years of age.	1,226 146 1862 1862 2652 1638 1130 1130 1150	5,387
No. of Female Children residing in Town, over 4 and under 20 years of age.	050 050 050 050 050 050 050 050 050 050	2,482
No of Male Children residing in Town, over 4 and under 20 years of age.	200 24 24 24 24 25 25 25 25 25 25 25 25 25 25 25 25 25	2,855
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Names of Counties and Towns.	Green Bay City, Glenmore, Glenmore, Howard, Howard, Howard, Holland, Lawrence, New Denmark, New Denmark, New Denmark, Morrison, Proble, Pittefield, Beckland, Basmico,	

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T       530       474       1,004       6       4       5       4       3       \$320       \$20         liekory Grove,       4       3        4       5       119       114       283       4       5       3       3       17 00       8         amestown,       4        5       506       300       806        4       4       4       4       4       3       26 00       19         ancaster,       4       2        4       4       4       4       4       4       4       4       4       4       4       4       4       4       4       4       4       4       4       4       4       4       4       4       4       4       4       4       4       4       4       4       4       4       4       4       4       4       4       4       4       4       4       4       4       4       4       4       4       4       4       4       4       4       4       4       4       4       4       4       4       4       4       <	T—continued.       7       6       4       5       4       5       4       5       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month pd. to Female teachers.	1 20 0 55 0 55 0 0 55	3 96 4 75 7 75 9 00 9 00 9 00	
Average amount of wages per	86111111	8 8 20 71	ĭ
month paid to Male teachers.	220022	22222	77
Average amount of wages per	\$26 24 25 19 19 11	82 82 82 82 82 82 82 82 82 82 82 82 82 8	77
have deen taught by a Female teacher.	3-14 -18 -12	6 6 4	ည် —
Average No. of months Schools	8	4 444-0	
Average No. of months Schools have been taught by a Male tencher.	3 9-14 3 2-5 5 3 2-9 4 7-12	4 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	
have attended School.	4 66.64	1 11	=
Average No. of months Children between 4 and 20 years of age	E	2 8 4 4 8 8 4 4 5 5 5 5 5 5 5 5 5 5 5 5 5	G.
of age who have attended School.	# co co co	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	4
No. of Children over 20 years	<u> </u>	:	
No. of Children under 4 years of age who have attended School.	चुळ क्कस	4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	7
attended School.			-:
No. of Children over 4 and un- der 20 years of age who have		<u>  :    : : : : : : : : : : : : : : : : </u>	•
Total No. of Children residing in Town, over 4 and under 20 years of age.	387 404 150 486 223 189	4,503 428 1,394 869 662	476
in Town, over 4 and under 20 years of age.	189 187 70 249 87 86	196 188 689 419 299	ואמ
No. of Female Children residing		1 11	
No. of Male Children residing in Town, over 4 and under 20 years of age.	198 217 80 237 136 93	232 113 250 263 263 363	2007
Average No. of Montha Schools have been taught.	74-7 67-9 8 77-18 52-3 51-3	6 3-4 6 1-3 7 7 7 7 8 1-8	7T &
No. School Houses in Joint Dist.	H : 4 8 8	R     B : H :	:
No. p'ta Dist. which have not rep.		4   ::::	<u>:</u>
No. of parts of Districts.	ଖଟା 'ଦେଉଉ	88	•
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No. of School Districts.	8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	42 455000	0
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Average amount of Wages per month paid to Female Teachers.	\$8 33 10 62 12 25	\$10 00	\$16 12 00 11 00 7 6 00 25 88
Average amount of Wages per month paid to Male Teachers.	\$21 83 27 05 12 16	\$18 93	\$20 \$20 \$21 11 19 88 90 90 90 90 90 90 90 90 90 90 90 90 90
Average No. of months Schools have been taught by a Female Teacher.	3 1-6 4 1-2 4 1-3	3 3-4	4000000 4
Average No. of months Schools have been taught by a Male Teacher.	2 1-8 2 1-2 2 1-6	က	1
Average No. of months Children between 4 and 20 years of age have attended School.	4 2-3 4 8-5 6 8-12	4 2-3	4 6 6 6 4 6 4 6 4
No.of Children over 20 years of age who have attended School.	HØ 4	75	•
No. of Children under 4 years of age who have attended School.	10	8	
No. of Children over 4 and under 20 years of age who have attended School.	95	1,184	
Total No. of Children residing in Town, over 4 and under 20 years of age.	176 555 87 937 2,698	12,332	120 14 120 120 130
No. of Female Children residing in Town, over 4 and under 20 years of age.	94 288 448	4,601	<b>4220</b>
No. of Male Children residing in To. oV in Section 10 over 4 and under 20 years of age.	82 267 489	4,946	28 ° 28 ° 21 ° 22 ° 22 ° 23 ° 23 ° 23 ° 23 ° 23
Average No. of months Schools have been taught.	7 1-3 7 9 6 1-2 10	7 1-2	<u> </u>
No. School Houses in Joint Dist.	H8H : :	8	
No.p'ta Dist. which have not Rep.			: : : : : :
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No. of School Districts.	13 12 12 13	173	<b>88888</b>
.amwoT bas seijanoo to semaN	Sumner, Waterloo, Waterloo Village, Waterlown, Waterlown, Waterlown,		Armenia, Necedab, Germantown, Clearfield, Orange,

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Lisbon,  Marion,  Lemonweir,  Lindina,  Plymouth,  Wonewoc,  Summit,  Seven Mile Creek  Kildare,  Lyndon,		KEWAUNEE— Kewaunee Franklin, Ahnepee, Casco, Carlton, Coryville, Montpelier, Red River, Pierce,	KENOSHA— Kenosha, Pleasant Prairie, Wheatland, Bristol, Paris, Salem,

month pd. to Female Teachers.	\$16 62 11 00	14 64	28 00 111 00 118 00 118 00 118 00 118 00 118 00
19q sage W le Janoune sastavA			
Average amount of Wages per month paid to Male Teachers.	82 28 23 28	29 82	60 00 118 25 00 117 00 00 117 00
Average No of months Schools have been taught by a Femals Teacher.	4 4-5	4 2-8	10 5 2 3 8 2 3 8 1 3 8 1 3 8 5 8 5
Average No of months Schools have been taught by a volume tescher	4 1-7	4 3-7	ভ্ৰত অকলাক অকলাক অল
Arerage Mo. of months Child- ren between 4 and 20 years of age hare attended Bohool.	4 3 4	584	7 80 80
No of Children over 20 years of age, who have attended Sebool.		00	P = = = = = = = = = = = = = = = = = =
No. of Children under 4 years of age, who have attended gebool		6	· 얼마의 [라마리카
No of Children over 4 and un- der 20 years of age, who have attended School.		820	
Total No of Children residing in Total word or Children residing of the Total and under 20	484	5,084	1,125 1146 1194 1112 1123 1123 1123 1123 1123 1123 112
No of Female Children residing in Town, over 4 and under 20 years of age.	203	2,449	580 685 1111 1718 1103 1103
No of Male Children residing in Town, over 4 and under 20 years of age.	241	2,635	595 80 80 141 165 126 136 1781
Average No of months Schools bave been taught.	7 5-9	714	00 00 00 00 00 00 00 00 00 00 00 00 00
No. Sobool Honses in Joint Dist.		12	111111111
No. pts Dist. which have not Rep.	7:	PR	
No of parts of Districts.	6010	ล	
No. of Diet, which have not Rep.	:::	: 11	: " : : : " : :
No. of School Districts.	1-40	2	~44040F30
Mames of Counties and Towns.	KENORHA—continued. Somers, Brighton,		LA CROSSE— La Crosse City, Campbell, Jackson, Burna, Berrie, Holland, Fermington, Keshonie, Beager,

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21 00 29 50	25 41			25 87 26 16											14 74		26 00	:		25 00
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151	1,638	210	80	204	802	100	203	788	443	139	96	200	2B7	66	3,425		25	70		58
162 145	1,808	230	8	251	373	215	240	490	41	137	125	181	361	9-6	3,880		60	14	:	47
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Onelaska, Groenfield,		LAFAYETTE	Belmont,	Elk Grove	Contre,	Payette,	Kendall	-15	Shullsburg,	Жауве,	White Oak Sp'gs,	Willow Springs, .	Wiota,	Monticello,			LA POINTE- Bayfield,	Mary.	La l'ointe,	

\* This Town reports also 150 Indian Children. No School has been taught the past year.

INTORONAL ATHRES TALLED	1	:≥	38	20	2	2	35	8	99	9	9	2	8	•	28	2
month pd. to Female Teachers.		α	2 5	3	7		14				9			•		9
Average amount of Wages per	1	6	•			, , _ ,			•	•	,	,,,		•		
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month paid to Male Teachers.	l l		36		•	8									•	8
Average amount of Wages per	6		202	1		19	37	લ	ĕ	š	1	18	લ	સં		16
Teacher.	<u> </u>		—-					 0		12			_	•	·	
have been taught by a Female		-	2.5	) )	3-5					9-1			3-7			8-6
Average No. of months Schools		<u>α</u> ,	<u> </u>	C	4	4	<u>-</u> !	C₹	7	က	ಉ		Cł		က	=
have been taught by a Male Teacher.	75	, E	ÿ	)		લ	C)	-10	ကဲ	ထု	4		•	ń	•	Ċś
Average No. of months Schools	4	-	41	। । ८२		_		_	_	70	23		1 5		:	
of age have attended School.	1										?	7				
dren between 4 and 20 years	7	-	1.5	i	2		<b>—</b>	က	ΥĢ	1	-	<del>-</del>	<u> </u>	αģ		
Behool. Average No. of months Child-	1				•	4	<u>.</u>	•			-	<u>,</u>	<u>.</u>	<u> </u>	<u> </u>	20
of age, who have attended	6	_	•	S	•	:	:	•	_	~	:	•	•	7	:	:
No. of Children over 20 years	<u> </u>		<u>:</u>		<u>:</u>	:	_:_	:	<b>-</b>		<u>.</u>	<u>:</u>	<u>:</u>		<u>:</u>	<u>:</u>
Behool.	લ	C	:	က	-	•	-	-	12	લ	ø.	61	:	•	Cł	•
No. of Children under 4 years of age, who have attended			•			•							•	•		:
attended School.		•		:	:	:	- :	:	:	:	:	:		:	:	_
der 20 years of age, who have			•	•	•	•	•	•	•	•	:	•	:	•	•	•
No. of Children over 4 and un-	<u>-</u>		•	_:	_:	•	•	<u>-</u> -		•	<u> </u>		•	_	•	<u>:</u>
in Town, over 4 and under 20 in years of age.	8	8	426	33	[7]	88	8	33	226	<b>28</b>	233	8	3	8	182	78
Total No. of Children residing		<b>.</b>		•					7,				_			_
years of age.	_ =		23	9	<u></u>	9	ထွ	9	=	6	2	9	2	2	<b>9</b> 9	2
in Town, over 4 and under 20	132	S	202	2	<b>~</b>	13	=	સ	33	8	H	=	2	ส '	38	
years of age. No. of Female Children residing	<u> </u>	_	_	_		_		_				_	_			_
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	8	24	<u> </u>	ন —		<u>લ</u>		ભ ·	<del>-</del> -	čł	14	228	8	8		_
02 rebau bas 4 revo, awoT ai	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	5 24	ئ 	<u> </u>		લ લ					4 14	δ - 226	8 -	ಸ — &		-
No. of Male Children residing of Town, over 4 and under 20	4 3-5 20	4 1-5 24	44-5 2	ते -			1.2	3-10	က္	7-12	<b>4</b>	54-5 226	4 1-7 20	4 4 5 28		7 2
Average No. of months Schools have been taught.  No. of Male Children residing in Town, over 4 and under 20	4 3.5	4 4 1-5 24	4 4-5	14 .			1.2		က္	7-12	15 3-4 14	54-5 226	141-7 20	44-5		
have been taught.  No. of Male Children residing of the Conference of Male Children residing in Town, over 4 and under 20	4 3.5	4 4 1-5 24	44-5	14 . 2			1.2	3-10	က္	7-12	<b>4</b>	5 4-5 226	141-7 20	44-5		- <del>1</del> 2 · · · ·
No.p'te Dist.which have not Rep. No. School Houses in Joint Dist. Average No. of months Schools have been taught. No. of Male Children residing in Town, over 4 and under 20	4 3-5	4 4 4 1-5 24	4 4-5	1 1 4 2			1.2	3-10	က္	7-12	<b>4</b>	220	1 141-7 20			- 1 × · · · · · · · · · · · · · · · · · ·
No. of parts of Districts.  No.p'ts Dist.which have not Rep.  No. School Houses in Joint Dist.  Average No. of months Schools have been taught.  No. of Male Children residing No. of Male Children residing in Town, over 4 and under 20	4 3-5 20	. 4 4 4 1-5 24		1 1 14 2			1.2	3-10	က္	7-12	<b>4</b>	1 5 4-5 220	. 1 . 141-7 20			- T 2 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -
No.p'te Dist.which have not Rep. No. School Houses in Joint Dist. Average No. of months Schools have been taught. No. of Male Children residing in Town, over 4 and under 20	4 3-5	. 4 4 4 1-5		1 1 1 14		2 171-2		3-10	က္	7-12	1 1534	1 5 4-5	1 141-7 20			1 2 2 2 2 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3
No. of parts of Districts.  No.p'ts Dist.which have not Rep.  No. School Houses in Joint Dist.  Average No. of months Schools have been taught.  No. of Male Children residing No. of Male Children residing in Town, over 4 and under 20	4 3-5	. 4 4 4 1-5	5 44-5 2	1 1 1 14		2 171-2	1.2	3-10	က္	7-12	1 1534	6 1 5 4-5 220	6 1 141-7 20	5		
No. of Dist. which have not Rep.  No. of parts of Districts.  No. Pist. which have not Rep.  No. School Houses in Joint Dist.  Average No. of months Schools have been taught.  No. of Male Children residing No. of Male Children residing in Town, over 4 and under 20	4 3-5	bto 6   4   4   1-5	entreville, 6   4 4-5	ooperstown, 6 1 1 1 14	aton, 6 5 4 3-5	ranklin, 4 2 171-2	1090n, 6 1 5 1.2	OI-S C C C C C C C C C C C C C C C C C C C	84110W0C, 4 1 7 1-3	anicow'c Kapids 6 5 7-12	Aple Grove, 4 1 1 1 58-4	eeme, 6 1 5 4-5	18hicott, 6 1 14 1-7	ewton, 5 4.4-5	boarland, 2 3	######################################

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160	114 87
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126	126
3-4 1,680 1,403	1,680
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Average amount of Wages per reached Teams to Femele Teachers	811 10 19 8	51 50 E B B C C C
	88 14 50 45 45	828:888
Average amount of Wages per month paid to Male Teachers.	20 20 19 19 20 20 20 20 20 20 20 20 20 20 20 20 20	2
Teacher.	- 64 64 64 64 64 64 64	2   27 : 3 2
Average No. of months Schools have been taught by a Femals	10000	8 644
Average No. of months Behools shad a ve been tanget a ve belone tanget	8 1-2 4 5-9 5 1-2 10 4-9	20 00 00 00 00 00 00 00 00 00 00 00 00 0
Average No. of months Children between 4 and 20 years of age have attended School.	8 8 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	6 1-4 3 2 3 3 1-5 6 8 5 8
No. of Children over 20 years of age who have attended School.	₩₩₩	8
No. of Children under 4 years of age who have attended gohool.	03 - 01	8
attended School.	21-19-29	\$ 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
over the orest and one-	1,082 791 856 936	86,404
Total No of Children residing in Town, over 4 and under 20 years of age.	1,101 796 876 986 14,033	20,482 1136 124 125 125 125 125 125 125 125 125 125 125
Mo. of Female Children residing of Tebru bas 4 aver 20 years of age.	533 359 440 474 6,178	9,296 50 51 51 51 51 54 54
No of Male Children residing in Town, over 4 and under 20 years of age.	668 437 436 462 7,855	11,186
Average No of months Schools and average taught.	5 5 5 6 5 6 5 6 5 6 5 6 5 6 5 6 5 6 5 6	2-1-0 1-1-0 1-1-0 1-1-0 1-1-0 1-1-0 1-1-0 1-1-0 1-1-0 1-1-0 1-1-0 1-1-0 1-1-0 1-1-0 1-1-0 1-1-0 1-1-0 1-1-0 1-1-0 1-1-0 1-1-0 1-1-0 1-1-0 1-1-0 1-1-0 1-1-0 1-1-0 1-1-0 1-1-0 1-1-0 1-1-0 1-1-0 1-1-0 1-1-0 1-1-0 1-1-0 1-1-0 1-1-0 1-1-0 1-1-0 1-1-0 1-1-0 1-0
No. Sobool Honses in Joint Dist.		©   □ : : : : :
No. p'te Dist.which have not Rep.		
No. of parts of Districts.	99-	ल ल ल ल ल
No. of Diet which have not Rep.	:::::	
No. of School Districts.	5 - 0 0 0	8 -ctde-
Names of Counties and Towns.	MILWAUKEE-cont'd. Granville. Lake. Oak Creek. Milwaukee. Milwaukee City.	MOKBOB— Adrian, Angelo, Clifton, Eston, Glendale, Leon,

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16 10 10 10 10 10 10 10 10 10 10 10 10 10	16 67	30 50 42 50 42 50 42 50	37 20	25
4 4 4-7 3 1-2 3 3-8 7 3-8 7 3-10 3 2-3	4 1-2	3 3-9 1 1-2 5 1-2 4 1-2	4	58 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4
1 1-2 3 10 1 3-5	314	5 4 6 5 10 1-9 1-9 1-9 1-9 1-9 1-9 1-9 1-9 1-9 1-9	9	411666664
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100 131 240 176 155 141 141	2,549	112 214 125 133 228 108	916	624 74 1111 131 237 244 280
25 25 25 25 25 25 25 25 25 25 25 25 25 2	1,233	52 73 54 115 50	408	317 36 57 65 99 103 103
4511 888888 861 863 863 863 863 863 863 863 863 863 863	1,316	60 141 64 108 58	507	307 38 54 114 144 143 141
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La Fayette, Little Falls, Greenfield, Portland, Ridgeville, Sheldon, Sparts, Tomah, Wellington,		Marinette, Peshtigo, Stiles, Oconto, Oconto Village, Pensaukee,		OUTAGAMIE— Appleton City, Bovina, Buchanan, Centre, Calington, Ellington, Embarrass, Freedom, Grand Chute,

Average amount to Person of Wages per leaders. I exchers.	15 30 16 40 14 90	813 65	13 60 111 66 111 14 15 33 16 13
and some W to tanders asserted	69	œ	40-
Average amount to Wages per series.	23 33 23 33 32 47	25 81	23 64 20 50 20 50 20 50 10 93
Teacher have been tanght by a Female	44000 0 4	3 1-2	2 1 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4
Average No. of months Schools have been taught by a Mule Teacher Teacher	G 50 61	2 9.3	2 5 4 4 8 8 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5
Average No of months Children between 4 and 20 years of age bers attended Bohool.	4 5 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1 - 2 1	4	5 1 4 4 5 1 4 4 5 5 1 4 4 5 5 1 5 5 5 5
No of Children over 20 years of Looded Behool.	10	124	(C) (C) (C)
No of Children ander 4 years of age who have attended School.	6 10	8	00 10 10 10
No of Children over 4 and un- der 20 years of age who have attended School			2
Total No. of Children residing in Town, over 4 and under 20 years of age.	361 247 343 62 62 18	3,026	1,041 1,257 774 1,390 1991
No of Female Children residing in Town, over 4 and under 20 years of age.	171 106 158 158 25 10	1,416	288 888 707 707
No of Mule Children residing in Town, over 4 and under 20 years of age.	198 141 190 37 8	1,610	000 000 000 000 000 000 000 000 000 00
Average No. of months Echools have been taught.	5 1-10 7 8 5	5 2-3	8 5 8 8 1 6 8 8 1 6 8 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8 1 6 8
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No of Dist, which have not Rep.	:::::		111111
No. of School Districts.	## ## ## ## ## ## ## ## ## ## ## ## ##	8	\$ 45 GO 10 45 HZ
Names of Counties and Towns.	OUTAGARIE—COM. Greenville. Hortonia. Kaukana, Liberty, Osborn,		DZAUKEE— Belgium, Cederburg, Fredonia, Gratton, Mequon, Pt. Washington,

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Average No. of months Schools have been taught by a Male Teacher.	
Average No. of months Children between 4 and 20 years of age have attended School.	88889888888888888888888888888888888888
No. of Children over 20 years of age who have attended School.	
No. of Children under 4 years of age who have attended Gebool.	9 - 9 - 8 - 9 - 9 - 9 - 9 - 9 - 9 - 9 -
Mo. of Children over 4 and un- der 20 years of age who have attended School.	
Total No. of Children reading in Town, over 4 and under 20 years of age.	######################################
No. of Female Children residing in Town, over 4 and under 20 years of age.	25172
Mo. of Male Children residing in Town, over 4 and under 20 years of age.	168 105 105 117 118 118 118 118 118 118 118 118 118
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Total No. of Children residing in Town, over 4 and under 20 years of age.	860	9,968	162 162 100 100 18	980
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Mo. of Male Obildren residing of Town, over 4 and under 20	170	5,065	92 55 55 54	37.
Average No. of months Schools have been taught.	5. 1-6 5. 1-6	6 3-4		9
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No. of School Districts.	<b>→4</b> 0	108		=
Mames of Counties and Towns.	Sarborgan Vill		TREMPELHAU— Arcadla, Calodonia, Gale, Preston, Bunner, Trempeleau,	•

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Average amount of Wages per	\$12 14	2		=	7	7		3 <u>4</u>	7 7	: =	16	
month paid to Male Teachers.	88	67		68	83	ន	5	3 5	: 8	8	88	2
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have been taught by a Female Teacher.	1-2			23		(	7-7	2 6	)	1-3	1-2	1-8
Average No. of months Schools	I	<b>60</b>			တ			× 00		<u> </u>	<b>\$</b>	<b>~</b>
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Average No. of months Children between 4 and 20 years of age, have attended School.	3 1-2 4 5-8	434						4 1-2 8 4-7				4
No. of Children over 20 years of age who have attended Bchool.	. 63	91		10	9	<b>x</b>		77	83	ю	₩.	<u> </u>
No. of Children under 4 years of age who have attended School.	91	49		7	<b>O</b>	<b>Q</b>	3		2 10	7	~	11
No. of Children over 4 and under 20 years of age who have attended School.	• •			398	•	:	:	•		• • • • • • • • • • • • • • • • • • •	:	388
Total No, of Children residing in Town, over 4 and under 20 years of age.	62 <b>4</b> 592	9,467		411	751	820	AIS	2 × 2	697	512	553	- 43
No. of Female Children residing in Town, over 4 and under 20 years of age.	310 296	4,462		215	333	410	200	200	920	243	288	72
No of Male Children residing in Town, over 4 and under 20. years of age.	314 296	5,005		196	418	410	452	128	27	892	818	888
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Names of Counties and Towns.	Washingron—con. Wayne, West Bend,		WAUKESHA-	Vernon,	Brookfield,	denomonee,		Mukwonson	Génesee	Eagle,	Muskego,	Sometil,

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Average amount of Wages per month pd. to Female Toachers.	11 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
Average amount of Wages per a month of the sections.	8 8 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9
Average No. of months Sobools have been tangst by a Femals. Teacher	9 4000000 00 00 00 00 00 00 00 00 00 00 0
Average No. of months Schools. have been taught by a Male Teacher.	
Average No. of months Child- ren between 4 and 20 years of age have attended gehool.	2 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4
No. of Children over 20 years of age, who have attended Bohool.	04-10 H 00-04-04 B
No. of Children under 4 years of age, who have attended	
No. of Children over 4 and un- der 20 years of age, who have attended School.	250 1130 1146 1148 1148 1148 1148 1148 1148 1148
Total No. of Children residing in Total No. of Children residing in Town, over 4 and under 20 years of age.	85 24 24 25 25 25 25 25 25 25 25 25 25 25 25 25
No. of Female Children residing in Town, over 4 and under 20 years of age,	24888253454 F
No. of Male Children residing in Town, over 4 and under 20 years of age.	88 5 2 5 2 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8
Average No. of months Schools bave been taught.	4-440040-0000 0
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Sames of Counties and Towns.	Marion, Marion, Marion, Mount Morris, Oneis, Plainfield, Poysippi, Richford, Rose, Racramento, Barrish Water, Watern,

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Average No. of months Schools have been taught by a Female Teacher.	400040440440 <u>40004</u>
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Average No. of months Children between 4 and 20 years of age have attended School.	00 40 440 40 440 00 00 40 0 00 00 01 01 01 00 00 00 00 00 00 00 00
No.of Children over 20 years of foods bobmots over odw egs	38 14 14 18 18 18 18 18 18 18 18 18 18 18 18 18
No. of Children ander & years of seconds.	94 99 99 99 99 99 99 99 99 99 99 99 99 9
No. of Children over 4 and un- der 20 years of age who have attended Behool.	96 170 841 6,227 749
Total No. of Children residing in Town, over 4 and ander 20 years of age.	2,588 2,588 2,503 2,503 410 1,503 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,548 1,
No. of Female Children residing in Town, over 4 and under 20 years of age.	1,621 1,621 2,482 1,215 1,215 1,453 1,453 1,453 1,453 1,453 1,453 1,453 1,453 1,453 1,453 1,453 1,453 1,453 1,453 1,453 1,453 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433 1,433
No. of Male Children residing in Town, over 4 and ander 20 years of age.	1,274 2,255 2,255 1,286 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138 1,138
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Names of Counties.	Adams, Bad Ax, Brown, Brown, Britalo, Calumet, Chippewa, Clark, Columbia, Columbia, Columbia, Dene, Doogles, Doogles, Doogles, Doogles, Doogles, Doogles, Beed de Leo

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No. of Behool Districts.	numbers 78 nnebego, 97 od, 13	8,538
No. of Diet, which have not Rep.	1 2 6 6 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	118,1,611
No. p'te Dist.which heve not kep.	H 57 ;	20
No. Sobool Houses in Joint Dist. Average No. of months Schools bave been taught.	2 51-2 39 51-3 10 6	657 6 1-2
No. of Male Children residing in Town, over 4 and under 20 years of age.	1,767 1,808 4,221 312	144,220
No. of Female Children residing in Town, over 4 and under 20 years of age.	1,602 1,675 1,065 258	132,042
Total No of Children residing in Town, over 4 and under 20 years of age.	3,369 8,478 8,286 570	278,871
Mo of Children over 4 and un- der 20 years of age who have attended Echool.	8,285	35,054
No of Children under 4 years of age who have attended gehool.	87 43 61 20	1.068
No. of Children over 20 years of sebool.	16 45 105 1	2,914
Average No. of months Children of age to the stand 20 pears of age of age to the standard School.	4 4 10 4 11 11 2 14	3 1-2
Arcrage No. of months Schools have been taught by a bisle Teacher	00 11.0 4 00 4 5.0 4	3 1-2
Arerage No of months Schools have been taught by a Female Reacher.	82 84 80 84 11 11 11 11 11 11 11 11 11 11 11 11 11	4
were as well of the many of Wages per aredone T stall of hing dimon	\$14 50 18 68 24 26 18 00	22 93
Average amount of Wages per month paid to Female Teachers.	\$11 14 9 91 12 20 17 45	14 29

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Amount of money raised by tax and expended for District Li- braries.	69 617
Amount of money raised by tax and expended for Teachers? Wages.	\$86 00 70 00 405 72 131 00 169 98 315 61 46 11 130 75
Amount of money remaining un- behaced.	\$107 82 \$7 88 454 23 42 63 1114 62 283 03 293 45 66 54 66 54 66 54 68 66
Amount of money expended for other purposes.	\$57 64 85 00 42 82 30 82 260 47 503 94 17 26 17 26 11 20 18 00
Amount of money paid for Li- braries.	
Amount of money p'd for Teach- ers' Wages.	823 90 815 59 779 76 813 90 426 98 62 99 76 58 62 00 228 98 62 00 228 98 62 00 228 98 83 99 812 90 812 90
Total amount of money received.	\$361 34 195 56 179 86 179 86 170 86 170 86 170 86 170 86 170 86
Amount of money received from other sources.	9
Amount of money received from Trensurer.	\$248 00 123 89 15 92 54 56 66 86 129 73 13 10 15 81
Amount of money received from County Trensurer.	80 80 113 88 113 88 124 88 113 88 124 88 113 88 124 88 113 88 124 88 113 88 124 88 113 88 124 88 124 88 113 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124 88 124
Names of Counties and Towns.	Adame, Adame, Barton, Barton, Brownwille, Chester, Dell Prairie, Easton, Grand Marsh, Jackson, Leola, Monroe, Monroe, New Haven, Preston, Preston, Richfield, Bome,

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Strong's Prairie, Springville,		Bergen, Christiana, Christiana, Christiana, Chon, Coon, Franklin,* Forest, Greenwood, Hillsborough, Hamburg, Hamburg, Kicknpoo, Liberty, Stark, Stark, Wiroqua, Wheatland, Webster,	}
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\* The Superintendent of the Town of Franklin has reported the State Fund and Town Tax together-County Fund \$185 66, Town \$180 99

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Amount of money raised by tax	407 60 80 77 60 80 00 130 00 110 00 150 00 150 00
Amount of money raised by tax and expended for District Li-	\$25.00 10.000 30.000
kmount of money raised by tax and expended for Teachers' EagaW	\$71 00 105 00 11510 16 120 00 120 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00 261 00
Amount of money remaining.	8207 95 837 56 11 18 176 45 82 92 43 94 224 60 32 73
Amount of money expended for other purposes.	\$42 43 384 31 102 80 102 80 221 80 69 50 14 00 18 26
Amount of money paid for Li-	\$50 00 10 56 11 00 18 45 20 00
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Total amount of money-received.	248 92 123 34 193 118 971 31 185 66 196 83 196
Amount of money received from other sources.	
Amount of money received from Town Trensurer.	\$71 00 828 83 318 54 711 00 678 90 678 90 74 10 50 74 60 74
Amount of money received from County Trensurer.	212 975 98 975 975 975 975 975 975 975 975 975 975
Names of Counties and Towns.	BROWN— Belleview, Depere, Depere, Depere, Green Bay, Green Bay, Green Bay City, Green Bay City, Green Bay City, Green Bay City, Green Bay City, Green Bay City, Green Bay City, Green Bay City, Green Bay City, Howard, Howard Ft., Boro' Howard Ft., Boro' Howard Ft., Boro' Howard Ft., Boro' Howard Ft., Boro' Folland, Lawrence, New Denmark, New Denmark, Morrison, Preblo, Pittsfield,

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Wrightstown,					
*		PALO—Aima, Buffalo, Balvidere, Cross, Cross, Glencoe, Glimanton, Maxville, Nelson, Naples, Buffalo City,	'	Brillion. Brothertown, Charlestown, Chilton, Harrison, New Holstein, Rantoul, Stockbridge,	
atst		Aima, Buffalo, Buffalo, Gross, Eagle Milli Glencoe, Gilmanton Max ville, Nelson, Waymunde		ST. ion, lest lest lest ison, on, thri	
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#		Alma, Buffalo, Buffalo, Balvider Cross, Kagle Mi Glencoe, Gilmant Maxville Nelsou, Naples, Waumur		CALUMET—Brillion, Brillion, Brotherto Charlesto Chilton, Harrison New Hols Rantoul, Stockbrid	
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Amount of money raised by tax and expended for other pur-			\$15 00	86 00
Amount of money raised by tax and expended on Schil Houses.	\$400 00 60 00 300 00	250 00	150 00	150 00
Amount of money raised by tax- and expended for District Li- braries.	180 61	18 00	20 00	20 00
Amount of money reised by tax and expended for Teachers? Wages.	\$100 00 150 00 140 65 291 00	681 65	232 50	282 50
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Amount of money expended for other purposes.	125 00	125 00	8 00	8 00
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Amount of money pd for Teach-	\$75 93 290 00 210 91 114 17	691 01	262 88 180 00 222 00	614 88
Total amount of money received.	4 3 1 b  4 4 4 4  5 4 5 6  6 7 7 7 7  6 8 9 9 7  7 8 9 9 7  8 9 9 9 7  8 9 9 9 7  8 9 9 9 7  8 9 9 9 7  8 9 9 9 7  8 9 9 9 7  8 9 9 9 9 7  8 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9		\$202 99	870 47
Amount of money received from A	* 4 4 4 4 4 4 4 4 4 4 4 4 7 7 8 4 7 8 4 8 8			
Amount of money received from Town Treasuret.	4 · · ·		\$125 69 156 48	283 00
Monne of money received from O County Treasurer.			\$77 61 11 60	10 88
Names of Conntice and Towns.	CHIPPEWA— Bloomer Prairie, Chippewa Falls, Eagle Point, La Farette,		CLARK	



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UMBIA- Arlington Calcdonia Courtland Courtland Columbus Betorra, Ft. Winne Forntain Lowyille, Lowyille, Lowyille, Lowyille, Lowyille, Lowyille, Lowyille, Lowiston, Marcellon Newport, Otsego, Pacific, Pacific, Rundolph, Scott, Spring V West Poir	WFORD. Wauzeka, Eastman, Beneca Lynxville Hancy,
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and expended for other pur-	\$24 00 95 00	054 82	80 00 255 40 60 63 116 50
Amount of money raised by tax	90		: :
Amount of money raised by tax and expended on Schil Houses.	\$200 00 270 29 350 00 175 00	6,490 28	265 00 175 00 1,000 00 105 00 200 00 154 70
Amount of money raised by tex- and expended for District Li- bravies.	\$10.00	24 00	90
Amount of money reised by ter. Weges.	\$275 00 160 50 284 45 129 00	2,994 04	185 61 168 00 274 00 280 00 126 00 316 96
Amount of money remaining.  Amount of money remaining.	\$305 76 68 78 126 79	2,436 89	245 49 245 49 133 97 12 24 12 66 12 66 12 66
Amount of money expended for other purposes.	\$79 97 296 74 189 98	5,765 80	84 23 314 67 175 28 407 93
Amount of money paid for Li-	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		\$15.00
Amount of money p'd for Teach-	\$527 00 603 93 662 00 415 50	6,146 44	1,100 37 558 00 673 00 864 91 718 50 1,092 21
Total amount of money received.	\$196 69 416 60 132 91 341 30	3,672 72	467 86 881 20 456 56 426 56 811 20 447 52
Amount of money received from other sources.	4 1 A 8 0 4 A 0 1 0 B 0 1 0 B 0 0 0 D 1 0 0 D 1	82 32	
Monnt of money received from Town Treasurer.	\$60 00 109 42 177 70	1,518 69	189 90 200 000 264 88 264 88 106 68 106 00
Amount of money received from County Treasurer	\$135 69 151 55 132 91 163 60	1,768 97	25 25 25 25 25 25 25 25 25 25 25 25 25 2
Names of Counties and Towns.	CRAWFORD—continued. Marietta, Freeman, Utica,		Albion, Black Earth, Blooming Grove, Blue Mounds, Bristol, Burke,

234         88         127         80         127         80         90         280         80         280         80         280         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         80         <	:		273	14	•				000	80	147		192	19		83	•		8	44 53
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Cottage Grove, Cross Plaine, Dane, Dane, Dunkirk, Dunkirk, Dunn, Fitchburg, Madison, Madison, Madison, Madison, Madison, Middleton, Middleton, Middleton, Perry, Printose, Oregon, Perry, Printose, Oregon, Porry, Printose, Oregon, Vernose, Pleasant Spring, Rutland, Rorbury, Spring Dale, Sun Prairie, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, Vernose, V	GE— Ashippun, Besver Dam, Burnett,
Cottage Cross Pl. Dane, Dane, Dankirk Dunn, Fitchbur Madison Madison Madison Madison Montros Oregon, Princos Princos Rutland, Rutland, Rutland, Vermont Vermont Vermont Vermons, Vienne, Windsor, Windsor,	Ÿą
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Amount of money relead by ter- -rnq redio 101 behand par- seed	\$107 00 483 99 138 71 114 31 117 96 110 58 117 96 117 96 117 96 117 96 118 59 118 59 118 59 118 59
Amount of money reised by tex.	8400 87 1,427 52 205 00 205 00 195 50 195 50 80 00 80 00 80 00 80 00
zar yd begigg gemom to innom h -i.I. tairisid wal bebnedge ban noinnyd	\$10 00 20 00 11 80 11 60 15 00
Amount of money raised by tax had expended for Teachers'	\$566 06 911 50 522 26 477 00 1,314 70 1,314 70 1,314 70 1,314 70 1,316 20 1,316
Amount of money remaining unexpended.	\$12.00 86 13.75 63 13.26 13.36 13.26 13.36
Amount of money expended for other purposes.	\$110 % \$70 % \$70 % \$12 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$18 70 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 % \$10 %
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Amagnt of money p'd for Teach-	1,016 00 1,685 16 1,069 13 1,069 63 1,029 64 1,029 64 1,089 64 1,089 64 1,089 64 1,089 68 1,089
Total amount of money received.	1,616 6006 683 605 605 606 7006 606 606 606 606 606 606 606 60
Amount of money received from other sources.	
Amount of money received from Town Treasurer.	1,136 50 208 87 815 53 100 00 317 50 322 75 322 92 322 92 675 47 613 27 613 27 206 14 206 14
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Kames of Counties and Towns.	Calamus, Calamus, Chester, Chester, Chester, Clynun, Elba, Fox Lake, Herman, Hubbard, Loroy, Loroy, Loroy, Loroy, Loroy, Loroy, Loroy, Loroy, Loroy, Loroy, Loroy, Loroy, Loroy, Loroy, Loroy, Loroy, Rubband, Rubband, Rubband,

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577 34 1,055 00 1,498 93 436 04 1,082 99 2,487 36	31,340 46	320 04 95 00 241 00 94 00	750 04	324 00 60 00	874 00	262 00 145 39 282 00
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Shields,		Otemba, Chambers' Island, Gibraltar,		DOUGLAS—Superior, Pokegana, Nemadji,		DUNN- Menomonee. Eau Galla, Rock Creek,

\* This amount expended for Teachers' Wages, and for other purposes.

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and expended for other pur-	17	ì	• • •	i I
Amount of money raised by tax		252	176 360 183	720
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and expended on Sch'l Houses.	•	1	• •	
Amount of money raised by tax	\$500	2,360	75 125 320 320 236	756
braries.	<del>;</del>	1 26		<u>  '</u>
and expended for District Li-				
Amount of money raised by tax	<u> 1 : : : : : : : : : : : : : : : : : : </u>	:		
Wages.	8:8	8	: 2000:	8
and expended for Teachers	\$270	77	200 160 1555 555	င္မ
Amount of money raised by tax	8	1,1	64 - 10 - 10	1,493
	689	36	48836	21
nnexpended.	14	59	47 88 15 407 9	899
Amount of money remaining	69 m m	4	4	2
	1689	6	48894:	8
other purposes.		1	81 88 89 89 784 1384	
Amount of money expended for	\$104 287 340	1,084	22.48	1,003
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Amount of money paid for Li-				2 (
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era) Wages.	899	88	SS # 28 :	78
Amount of money pd. for Teach-	\$264 295 518	,766	139 434 15 15 628	,758
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	2,88	22	1: 33883	8
Total amount of money received.	<b>\$</b> 32 <b>479</b> 990	41	167 167 88 88 188 167	2,127
	<b>63</b> 4 0.	2,1	7. 7.	2,
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Amount of money received from other sources.	37	237		
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Town Tressurer.	20	522	123 128 128 150 150	697
Amount of money received from	\$150	23	AA 6A	1,4
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County Tressurer.	88	816	38 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	828
Amount of money received from	66	8		8
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ATHAT NAME SAFAMBAA COMMING	continued. u, ing Brook		IRE wick, Cre nt V foon laire Ban	
Names of Counties and Towns				
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96 5,496 447 90 141 06 233 00 180	41 199 147 149 149 149 149 149 149 149 149 149 149	7,646 52 11,948 4 292 66 807 1 86 50 236 65 134 3 329 26 992 9
Lac, city,		GRANT*— Bectown, Blue Biver, Clifton, Casswille,

Amount of money reject by tex and expended for other pur- poses.	26.00 101 101 100 101 100 101 100 101 101
Amount of money reised by tax. Sustained by tax.	\$398 00 110 00 755 00 755 30 53 30 705 00 300 00 300 00 3,253 50
Amount of money raised by tex and expended for District Li- braries.	210 00
Amount of money raised by tax and expended for Teachert'	\$187 60 467 00 284 66 1,155 70 374 00 470 00 323 00 323 00 514 88 385 55 107 60
Amount of money remaining un- expended.	\$168 63 117 22 465 82 65 00 65 00 113 10 175 68 175 68 175 68 175 68 175 68
Amount of money expended for other purposes.	\$22 40 84 00 83 36 1,742 03 116 75 184 15 248 00 248 00 25 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 00 85 0
Amount of money paid for Li-	
Amount of money p'd for Teach-	\$567 00 1,119 56 1,397 00 374 00 374 00 910 00 1,048 18 663 10 663 10 663 10 670 75
Total amount of money recoived	8429 00 00 00 00 00 00 00 00 00 00 00 00 00
Amount of money received from other sources.	
Amount of money recoived from Treasurer.	34.2 7.6 34.2 7.6 7.4 9.0 11.3 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8 8.7 12.8
Amount of money received from County Treasurer.	201 20 20 20 20 20 20 20 20 20 20 20 20 20
Sames of Counties and Towns.	GRANT—continued Ellenboro', Fennimore, Harrison, Harrison, Hickory Grove, Jamestovn, Lancanster, Lime, Little Grant, Millville, Millville, Marion, Paris, Paris, Paris, Paris, Paris, Paris, Paris,

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Amount of money raised by tax and expended for other purposes.	\$216 60 85 00 136 05 44 80 208 67 87 14	1,203 08
Amount of money raised by tax and expended for School Hou- ses.	85 25 25 25 25 25 25 25 25 25 25 25 25 25	1,043 50
Amount of money raised by tax and expended for District Li-braries.	10 00	7   1   1   1   1   1   1   1   1   1
Amount of money raised by tax and expended for Teachers?	\$456 08 100 00 200 00 657 00 415 27 291 00 544 26 97 10	6,100 14 655 00 825 74 600 00
Amount of money remaining un- expended.	\$166 57 103 00 11 22 116 72 28 45 372 25 115 89	3,008 91 814 17 185 98 1,326 50
Amount of money expended for other purposes.	\$41 28 50 00 87 10 136 05 91 78 173 81 48 56 2 85	2,600 55 184 40 664 25
Amount of money paid for Libra-	\$5 00 15 00 20 45 2 13 18 83 4 14	79 87
Amount of money p'd for Teach- ers' Wages.	764.46 200 00 352 37 1,018 90 758 47 341 00 815 76 416 33 312 88	10,087 35 1,216 89 616 00 2,409 00
Total amount of money received.	205 97 225 00 81 28 435 56 264 56 582 63 237 41	8,078 50 896 70 426 58 3,801 75
Amount of money received from other sources.		301 00
Amount of money received from Town Treasurer.	65 40 125 00 191 32 149 21 203 75 87 46 99 66	198 94 180 55 1,058 45
Amount of money received from County Treasurer.	140 07 100 00 81 28 243 81 115 35 149 95 135 90	3,479 81 250 88 141 44 806 40
Names of Counties and Towns.	Green Lake—con. Kingston,. Kingston, (Vil'ge) Markesan (Vil'ge) Mackford,. Manchester, Manchester, Marquette, Princeton, Ste. Marie,	IOWA—Arena, Olyda, Dodgeville,

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Amount of money raised by tax and expended for other pur-	\$90 85 836 78 153 79 69 59 78 11 20 00 129 26	67 00
Amount of money raised by tax and expended on Schil Houses.	\$35 00 195 99 737 28 150 00	250 00
Amount of money raised by tax and expended for District Li-braries.	\$10 <b>6</b> 0 30 00 60 49 60 49	12 00
Amount of money raised by tax and expended for Toachers'	\$234 42 1,688 63 737 28 137 41 235 18 111 84	111 00 50 00 364 42 85 00
Amount of money remaining unexpended.	\$89 80 148 07 275 50 71 10 313 88 124 70 225 55	129 64
Amount of money expended for other purposes.	\$90 85 434 54 159 43 212 54 90 59 800 00	31 88
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Amount of money p'd for Teach- ers' Wages.	\$583 40 2,513 56 1,500 50 347 00 895 57 1,140 75 1,939 48	252 00 186 00 535 50 57 00
Total amount of money received.	\$490 42 973 38 656 48 223 73 827 31 231 87 1,939 48	306 34 172 73 1,035 52 68 99
Amount of money received from other sources.		193 00 50 00 714 00 35 00
Amount of money received from Town Treasurer.	\$233 14 368 10 2,146 78 198 96 647 32	67 22 67 19 18 62
Amount of money received from County Treasurer.	\$257 28 605 27 656 48 628 35 1,292 16 7,607 58	46 08 91 09 321 52 15 37
Names of Counties and Towns.	Beference. Onkland, Palmyra, Sullivan, Sumner, Waterloo, Waterloo Village, Watertown, Watertown,	Armenia, Necedah, Germantown, Olearfield,



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Total amount of money received.	256 35 358 27 467 81 115 84 115 84 115 84 1169 88 531 32 942 16 891 80 136 48 136 48
Amount of money received from a other sources.	86
Amount of money received from Town Tressurer.	254 92 69 63 118 29 11 61 125 00 225 00 225 00 106 99 106 99 106 99 106 99
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Names of Counties and Towns.	등등 : 원칙정		133 3
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Le Fayette, Little Falle, Greenfield, Portland, Ridgeville, Sheldon, Tomah, Tomah,		Marinett, Peshtigo, Stiles, Conto, Pensaukee,		radamin Appleton City Bovina, Buchanan, Centre, Dale, Ellington,
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\*The whole amount of Tax levied in the City of Milwankes for School purposes, in 1858, was \$14,245 29.

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Amount of money raised by tax- and expended for other pur-	68 233 91 57	1,289	26. 28. 29. 20. 20.
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Amount of money raised by tax and expended on Sch'l Houses.	135 180 180	1,737	133
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Amount of money raised by tax and expended for District Li-	3011 2	49	10 10
Wages.	888883 :	88	3882
Amount of money raised by tax series and expended for Teachers	24.2 24.2 25.2 25.2 25.2 25.2 25.2 25.2	4,520	2528
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Amount of money remaining un- expended.	\$137 173 174 62	2,337	169
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Amount of money expended for other purposes.	346 165 0	2,549	12.1
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Amount of money paid for Li-	<b>69</b>	15	10 7
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Amount of money p'd for Teach- ers' Wages.	\$313 434 701 50 838 455	6,370	. 1.984 989 989 828
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Total amount of money received.	\$169 345 315 315 123	8,583	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2
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Amount of money received from other sources.			88
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Amount of money received from Town Treasurer.	96 115 196 197	1,181	\$ <b>258</b>
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Amount of money received from County Treasurer.	\$168 149 199 146 110	1,689	3231
Mames of Counties and Towns.	OUTAGAMIR—con. Freedom, Grand Chute, Greenville, Hortonia, Kaukanu, Liberty, Osborn,	1	OZAUKEE Belgium, Cedarbarg, Fredonia, Grafton,



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Amount of money raised by tex and expended for other pur- poses.	23 28 23 46 33 46 133 37 360 00 110 00 82 80 82 80	1,191 47
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Amount of money p'd for Teach-	\$226 314 181 275	8,703	55 1 1 1 2 2 2 3 3 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4
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Amount of money relied by tex-	\$277 33 94 94 13 13	1,115 88 462 155 207 207 207 207 207 207 207 207 207 207
Amount of money raised by tax and expended on Boh'l Houses.	1,434 47 38 06 100 00 7 00	1,727 53 467 19 46 00
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Amount of money relead by textiles by textiles with the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the se	\$144 00 129 23 143 75 169 17 73 05 469 50 146 00	2,596 97 494 76 884 69 518 51 667 96
Amount of money remaining un- behased.	\$294 36 102 46 84 46 84 46 80 39 92 18 62 47 254 35	1,999 85 225 68 150 83
Amount of money expended for other purposes.	\$249 44 66 55 92 02 8 68 8 68 246 55	830 05 117 17 100 89 52 69
Amount of money paid for Li-	\$28 00 10 00	86 70 78 99
Amount of money p'd for Teach-	1,369 00 1,058 52 655 75 1,576 00 1,382 33 1,185 31 714 99	849 00 1,515 98 1,751 19
Total amount of money received.	1,155 97 886 56 424 66 1,803 57 1,021 25 588 63 570 47	484 46 784 46 784 28 812 18 780 91
Amount of money received from other sources.	\$200 00	200 00
Amount of money received from A Tessurer.	572 50 243 75 210 24 692 37 461 25 187 35 376 24	5,069 79 154 13 292 86 278 04 298 75
Amount of money received from County Treasurer.	591 36 611 20 611 20 641 36 841 36 841 36	5,821 46 280 33 501 06 535 39 492 16
Matres of Counties and Towns.	WASHINGTON—CON. Hartford, Jackson, Kewnskum, Polk, Richfield, Trenton, Wayne,	WAUKESHA— Vernon, Brookfield, Menomonee,

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		JP A CA— Dayton, Parmington, Farmington, Bondinavia, Iola, Iola, Galawesa, Weyauwega, Weyalton, Weyalton, Little Wolf, Union, Caledonia, Mukwa, Lebanon, Bear Creek,	
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Amount of money raised by tax- and expended for other pur-	119 52 77 60 121 61 121 61 57 90 467 04 467 04 16 30 16 31
Amount of money raised by tax and expended on Sch'l Bouses.	\$50 00 122 93 70 00 110 00 146 00 146 00
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Amount of money expended for other purposes.	20 00 00 00 00 00 00 00 00 00 00 00 00 0
Amount of money paid for Li- braries.	
Amount of money p'd for Teach- ers' Wagen.	200 200 200 200 200 200 200 200 200 200
Total amonnt of money received.	8298 71 441 26 299 96 294 40 58 294 40 94 174 88 21 209 24 88 209 24 88
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Amount of money received from Town Treammer.	348 348 439 139 139 139 139 139 139 139 139 139 1
Amount of money received from County Treasurer.	\$50 80 100 100 100 100 100 100 100 100 100 10
Names of Counties and Towns.	MAUSHARA— Bloomfeld, Coloma, Dakota, Dakota, Deerfield, Hancock, Leon, Marion, Marion, Mt. Morris, Ossie, Plainfield, Poysippi, Richford, Rose, Bose, Bastville,

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114	2,055	156 156 237	334 344 371 371 371	1,089 2,089 1,480 1,733 1,733 1,535	4 4 45	<u>8</u>
Warren,	1	Algoma, Black Wolf,	Menasha, Neenah, Nekimi, Nepiuskun, Oshkosh,	Oshkosh City, Oribula, Omro, Poygun, Rushford, Utios, Vinland, Winneconnee,	Gentralia, Dexter, Grand Rapida, Hemlock, Radolph, Baratoga,	
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-id tot biaq venom to thromh.	114 51 36 90 38 93 107 78 898 95 898 95
Amount of money p'd for Teach- ers' Wages.	\$6,441 86 6,876 73 6,880 36 1,480 94 3,910 53 6,146 44 80,826 88 31,340 46 750 04 374 00 1,766 68 1,766 68
Total amount of money received.	\$2,115 01 8,967 11 6,682 67 2,138 01 24,895 40 8,672 72 18,866 29 18,966 29 2,141 50 2,141 50
Amount of money received from other sources.	\$46 84 19 24 19 24 86 00 12,987 58 12,987 58 20,090 72 679 97 237 19
Amount of money received from Treasnrer.	\$891 08 1,789 85 3,256 57 3,121 64 1,086 26 6,743 69 6,743 69 6,743 69 8,886 67 111 64 160 69 11,469 69 11,469 69
Amount of money received from County Treasurer.	\$1,678 65 3,996 34 447 03 1,448 20 5,716 06 1,768 97 11,088 96 11,088 96 11,088 96 7,640 62
Mames of Counties.	Adama, Brown, Brown, Brown, Buffalo, Buffalo, Columet, Columet, Clark, Clark, Columbia, Clark, Douglas, Douglas, Dunb, En Chare,

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	4,646 25	8,479 81	_	_	7,607 58	•	_		_	4,893 35	_				12,638 20		_					_			_		_		_	_	_		5,821 48	6,898 93
Grant,	Green,	Green Lake	Towns.	Jackson	Jefferson	Juneau	Kewaunee	Kenosha	La Crosse.	La Fayette,	La Pointe,	Manitowoc,	Marathon	Marouette	Milwankee	Monroe,	Oconto	Outagamie,	Oznakee,	Papin,	Pierce,	Polk,	Portage,	Bacine,	Richland,	Bock,	St. Croix,	gank	9рвжаро,	Sheboygan,	frempelenu.,	Walworth	of mabington	Waukeehs,

Amount of money paid for Li-	104 60
Amount of money p'd for Teach-	6,348 58 7,008 60 18,850 49 1,860 90 \$556,860 66
Total amount of money received.	5,848 16 4,805 92 15,885 92 1,584 50
Amount of money received from other sources.	25 36 \$64,318 76
morn bevieces received from A Treasurer.	2,943 27 2,840 42 8,298 78 178 94 \$194,545 25
Amount of money received from County Tressurer.	2,077 56 2,055 54 4,961 71 160 64 \$186,027 87
Names of Counties.	Wanshara. Winnebago, Wood,

continued.
Recapitulation
No. VI1
Table 1

Amount of money raised by tax and softer for for other pur-	8569 43 1,030 13 717 56 717 56 85 90 85 90 882 00 882 00 882 00 883 13
Amount of money reised by tex search fidoß no bebragze bas	1,962 98 1,496 98 1,496 69 1,481 12 1,481 12 1,481 12 1,50 00 1,50 00 1,50 98 1,50 90 1,50 90 1,50 90 1,50 90
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Amount of money related by tax- tate description of Teschere's Weges.	200 00 00 00 00 00 00 00 00 00 00 00 00
-au zainismes venean to innom A Lebraqze	20 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
Amount of money expended for other purposes.	1,989 75 1,982 54 1,082 54 1,409 58 1,409 58 6,138 98 6,138 98 6,138 98 1,093 50 1,093 50
Mames of Counties.	Adame, Srown, Srown, Suffalo, Suffalo, Sulumet, Silumbia, Sare, Soure, Dougles, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn, Sunn

Amount of money raised by tax and expended for other pur- poses.	2,042 1,203 1,203 2,044 3,090 1,073 68 1,073 600 1,573 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636 1,636
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Amount of money raised by tax and oxpended for District Li-	16 00 16 00 17 14 00 12 14 00 12 14 00 15 00 16 00 17 00 17 00 18 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 14 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00 18 00
Amonnt of money relead by text and expended for Teschere? Wages.	6,487 14 6,487 14 6,487 14 1,447 91 1,447 91 1,455 00 1,430 19 1,50 00 1,50 00
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Amount of money expended for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for school for scho	5,428 5,738 8,439 6,249 6,249 6,249 6,249 10,065 18,539 10,065 18,539 10,065 18,539 10,065 18,539 10,065 18,539 10,065 18,539 10,065 18,539 10,065 18,539 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10,065 10
Nemes of Counties.	Grant, Green, Green, Green, Green, Lake, Jackson, Jackson, Junean, Kenosha, La Crosse, La Protte, Manitowoc Manitowoc Marthon, Marquette,

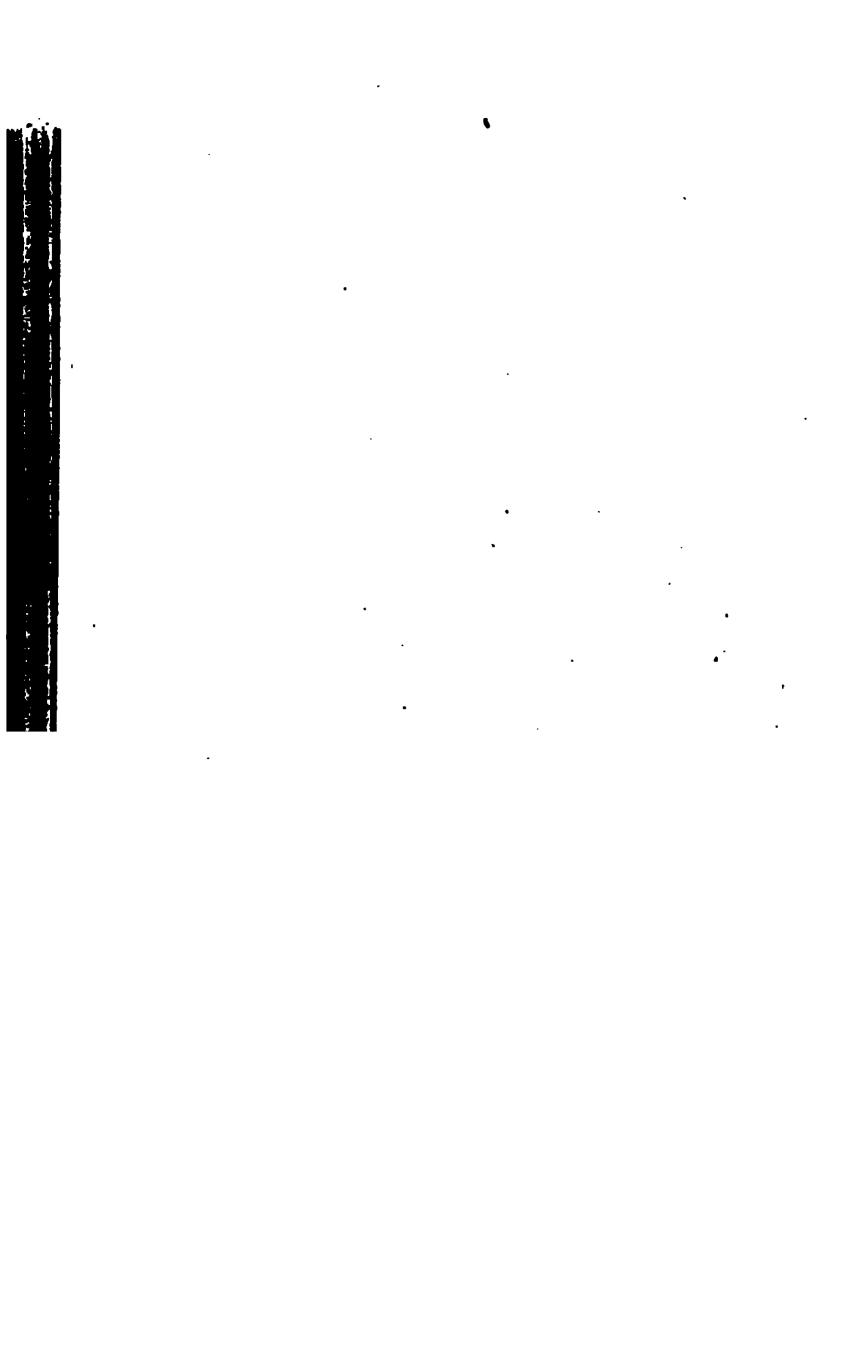


TABLE NO. 7.

Average No. Pupila attending auch Schools during the year.	
No. of select and priv. Schools other than incorp'd Academies.	
Amount of Library fines re- maining unexpended.	\$0.10
Amount Library fines expended.	
Amount Library fines collected.	20
No. of Volumes loaned during the year.	ର ଅ
No. Volames in all the Libraries.	8 2 8
No. of Joint Libraries.	
No. of District Libraries.	
No. of Schools without Outline Maps.	ν
No. Schools without Blackboard	<b>₩4:0</b> → ₩ : : : □ ₩ • : ₩
No. of School House Sites unin- closed.	4m 4044 mpon 4
No. of School House Sites con- taining less than one acre.	шы 450m4 н700m с
Lowest valuation of any School House.	85 50 50 50 50 50 50 50 50 50 50 50 50 50
Highest valuation of any School	300 100 100 100 100 100 100 100 100 100
	88 :8888 :8888 :8
Total valuation of Sch'l Houses.	8601 1006 1,006 1,066 910 1,120 890 890 900
Names of Counties and Towns.	AMS—Adams, Barton, Brownville, Chester, Dell Prairie, Easton, Jackson, Leola, Monroe, New Haven, New Haven, Preston, Quincy, Bome,
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Average No. Pupils attending rast.	10	21
No- of Belect and Private Bch'la other than incorp'd Academies.	en .	8
Amount of Library fines remain- ing unexpended.	\$0 1E	0 15
Amount Library fines expended.	\$0 0 15 0 15	38
Amount Library fines collected.		
No. of Volumes loaned during the year.	567 440 115 35	1,063
No. Volumes in all the Librariès.	172 172 157 157	620
No. of Joint Districts.	: F : : : : : : : : : : : : : : : : : :	-
No. of District Libraries.		12
No. of Schools without Outline Maps.		87 00
No. of Schils without Blackboard.	ळ : : य ल ल : ल य : : : :	20
No. of School House Sites unin- closed.	4-466	88
No. of School House Sites con- taining less than one acre.	онноон <b>ско</b>	23
Lowest valuation of any School House.	8, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 60 9, 7, 7, 80 9, 7, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80 9, 80	80 00
Highest valuation of any School House.	3,400 88 126 126 100 100 100 100 100 100 100 100 100 10	4,000 00
Total Valuation of Soh'l Houses.	83,400 00 170 00 715 00 510 00 840 00 170 00 170 00 170 00 170 00 170 00 170 00 170 00 170 00	18,042 00
Names of Counties and Towns.	BROWN—continued Green Bay City, Glenmore, Howard, Ft. Bor., Holland, Lawrence, New Denmark, Morrison, Preble, Pittefield, Rockland, Busmico, Wrightstown,	

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2,000 00 650 00 450 00 150 00 240 00 175 00 175 00	5,082 00 500 00	1,265 00 500 530 00 250 630 00 275 1,175 00 250 540 00 250 315 00 150	100 00 1,500 00
BUFFALO— Alma, Buffalo, Belvidero, Cross, Gross, Ghencoe, Ghencoe, Maxville, Nelson, Nelson, Naples, Buffalo City,		CALUMET— Brillion, Brothertown, Charlestown, Chilton, Harrison, New Holstein, Rantonl, Stockbridge,	GHIPPEWA-Bloomer Preirie, Chippews Falls,

Average No. Pupile attending and such Schools during the year					8
No. of select and private Schools of o. of ordenies	1				•
Amount of Library fines remain- ing unexpended,					
Amount Library fines expended.			0 0 0 0 0 0 0 0 0 0 0 0 0 0 0		
Amount Library fines collected.	4 4		1 + 6 1 + 4 1 + 6 1 + 6 4 + 7		
Mo. of Volumes. loaned during the year.	* *				:
No. of Volumes in all the Libra-			4 A A A A A A A A A A A A A A A		-
No. of Joint Libraries.	1 ::	1 : (1	1 : :		:
No. of Distriot Libraries.	1		::::		-
We of Schools without Outline Maps.	80 Mg	10	4 H Cl	4	*
No. of Sch'le without Blackboard	63 :	00 1	6.00		*
No. of School House sites unin-	82.44	80	÷+ 61	00	1-
Mo. of Echool House sites con- taining less than one acre.	80 CH	1	- 2	-	
Lowest valuation of any School			100 00 15 00 200 00	16 00	250 00
Highest valuation of any Bohool Houses.			300 00 15 00 300 00	300 90	4,329 00
Total valuation of Sobool House	\$325 00 800 00	2,725 00	400 00 15 00 820 00	786 00	7,208 97
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Average Mo. Pupils attending and sear.			3
No. of select and private Schools	. ::	64	e1
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Amount Library fines expended.	# P # 1 P # P # P # P # P # P # P # P #		
Amount Library fines collected.			
No. of Volumes loaned during the year.	266	2,069	18 141 141 282
No. Volumes in all the Libraries.	286	1,804	201 125 1201 1201 1201
No. of Joint Libraries.		- T	6)
No. of District Libraries.	ನ ನಿ	8	
No. of Schools without Outline Maps.	00,00	113	500440004
No. Schools without Binckboard.		2	: H : C1 C1 E0 ; O4
No. of Echool House Sites unin-	90 00	131	6-4-416-66-66-4
No, of School House Sites con- taining less than one acre.	30 GG	107	F4684F480
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Lowest valuation of any Sobool	10	·c	54588888
	88	8	28888888
Highest valuation of any School	\$400 1,500	1,500	500 1,500 1,500 1,000 1,000 1,000 1,000 1,000
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Total relustion of Sch'l Houses.	\$1,520	29,292	2, 306 520 520 540 540 540 560 560 560 560 560 560 560 560 560 56
Names of Counties and Towns.	COLUMBIA—confinsed West Point,		Albion, Berry, Black Earth, Blooming Grove, Blue Mounds, Bristol, Bristol, Christlans, Christlans, Christlans,

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Average No. Pupila attending sar. such Bchools during the year.	150
No. of select and private Schools of ber than incorp'd A cademies.	
Amount of Library fines re- maining unexpended.	
Amount Library fines expended.	
Amount Library fines collected.	
No. of Volumes loaned during the year.	196 1,053 20 70 61 684 213 177 177
No. Volumes in all the Libraries.	86 1113 20 300 117 392 100 1186 93
No. of Joint Libraries.	: : : : : : : • • • • • • • • • • • • •
No. of District Libraries.	4204 GB FBF4
No. of Schools without Outline Maps.	
No. Schools without Blackboard.	н : <u> </u>
No. of School House Sites unin- closed.	89787011784EI
No. of School House Sites con- taining less than one acre.	
Lowest valuation of any School House.	890 800 800 800 800 800 800 800 800 800
Highest valuation of any School House.	24. 14. 10. 10. 10. 10. 10. 10. 10. 10
Total valuation of Soh'l Houses.	4,44,44,44,44,44,44,44,44,44,44,44,44,4
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Average No. Pupils attending and Behools during the year.			8 8
No. of select and private Schools other than incorp'd A cademies.	::	м	
Amount of Library fines re- maining unexpended.			
Amount Library fines expended.			
Amount Library fines collected.			
No. of Volumes loaned during the year.		:	
No. Volumes in all the Libraries.			10 10
No. of Joint Libraries.	<u>  ::</u>	<u> </u>	<u>  :::::::::::::::::::::::::::::::::</u>
No. of District Libraries.	::		
No. of Schools without Outline Maps.	10	18	40040
No. Schools without Blackboard.	Cf.	8	4-4004 : [2]
No. of School House Sites unin- closed.	10.4	18	400-400   8
No. of School House Sites con- taining less than one acre.	44	17	466440
Lowest rulnstion of any School	\$20 00	20	25 25 25 25 25 25 25 25 25 25 25 25 25 2
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Highest valuation of any School	0999	099	1,500
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Total valuation of Soh'l Houses.	88 89	2,488	17.0 67.0 1,880 1,000,1 3,785
Names of Counties and Towns.	Dunk—confinsed Spring Brook,		BAU CLAIRE—Bridge Crosk, Pleasant Valley, Ealf Moon, Ean Claire, North Bau Claire,

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Waterstown, Waterstown, Wyalusing, Waterloo,		GREEN-Albany,	Adams, Brooklyn,	Cadiz,	Decatur.	Exetor,	Jefferson,	Monroe	Mt. Pleasunt.	New Glarus,	Sylvester,	Spring Greve,	Washington,			GREEN LAKE— Berlin City,	Brooklyn.	Dayton,	Green Lake,	Kingston,

Average No. of Pupils attending and such Schools during the year.	2 2	101	12
No of select and priv. Schools in other than incorp's Academies.	et et	1/2	
Amount of Library fines re-	000	70	
Amount Library fines expended.	\$0.12	15	
Amount Library fines collected.	\$0 65	0 90	
No. of Volumes loaned during the year.	219	1,025	101
No. Volumes in all the Libraries.	125 125 125 15 15	1,460	808
No. of Joint Libraries	: : ६० : च : :	40	1111
No. of District Libraries.	THE REAL PROPERTY.	8	
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No Schools without Blackboard.	. ::::===	의기	PR 1 1 1
No. of School House Stles anin- closed,	# to to to to to to	74	014911
No. of School House Sites con- taining less than one nore	日のでその気の	99	54.50
Lowest valuation of any School House.	850 89 89	25 00	500t
Highest valuation of any Behool foons.	\$400 00 300 00 1,000 00 140 00	1,000 00	300 00 2,000 00 1,510 00
Total valuation of Schil Houses.	\$1,650 00 1,925 00 1,020 00 1,450 00 495 00	17,464 83	1,676 00 600 00 4,686 90 6,874,4
Names of Counties and Towns.	GREEK LAKE—con. Markesan Village, Mackford, Manchester, Marquette, Princeton, Ste. Marie, Seneca,		Arena, Clyde, Clyde, Bodgeville, Highland,

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Linden, Millian Point, Minoral Pt. City, Pulaski, Ridgeway, Waldwick,		JACKSON— Alben Irving, Briston, Bixton, Bpringfield, Northfield, Alma,	JEFFERSON— Astalan, Cold Spring, Concord, Farmington, Hebron, Ixonia, Jefferson, Koat konong, Lake Mills,

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. Names of Counties and Towns.	sha—continued. aria, alem, omers,		OSSE—Crosse City,	kaon, na, re, and, sington,
Total valuation of Soh'l Houses.	\$2,345 1,965 2,960 1,305	35,600	15,000	•
	8888	8	88	:88888
Highest valuation of any School House.	\$350 00 625 00 1,000 00 400 00	12,000 00	10,000 00	
Lowest valuation of any School House.	25 90 25 90 25 90 25 90	2 00	5,000 00	
No. of School House Sites con- taining less than one acre.	2027	62	Ct	4644
No of School House Sites unin- closed.	8089 ◀	34	ct	(a to
No. Schools without Blackboard.		<del> </del>		
No. of Schools without Outline blaps.	7887	#		
No. of District Libraries.	9977	38		
No. of Joint Libraries.			:	
No. Volumes in all the Librarles.	106 328 556 302	1,786		84
No. of Volumes loaned during the year.	56 1,829 2,076 888	4,935		. co
Amount Library fines collected.		\$0 10		38 01
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Amount of Library fines re- maining unexpended.				<b>%</b> 0 35
No. of select and private Schools other than incorp'd Academies.		:	લ	
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23f	Bangor, Onslaska, Greenfield,		LA FATETE  Argyle, Belmont, Benton, Elk Grove, Centre, Gratiot, Kendall, New Diggings, Wayne, White Oak Spr'gs, Willow Springs, Willow Springs, Wiote,	POINTE*— NITOWOC— Buchanan, Cato, Centraville, Cooperatown,

Average No. of Pupils attending anch Schools during the year.	100	100
No. of select and priv. Schools other than incorp'd Academies.	લ	64
Amount of Library fines re- maining unexpended.		
Amount Library fines expended.		
Amount Library fines collected.		
No. of Volumes loaned during the year.	1,019	1,269
No. Volumes in all the Libraries.	163 165 20 20 48 7	675
No. of Joint Libraries.		: 11
No. of District Libraries.	. : : : : : : : : : : : : : : : : : : :	18
No. of Schools without Outline Maps.	გიმგ <u>44</u> გიც <b>გა</b>	75
No. Schools without Blackboard.	<b>646 · · · 46 · · · · · · · · · · · · · ·</b>	87
No. of School House Sites unin- closed.	<b>ひのまりまちよちらちのみち</b>	81
No. of School House Sites con- taining less than one acre.	で 6 7 4 8 6 4 7 4 8 1	75
Lowest valuation of any School House.	## 150 150 150 150 150 150 150 150 150 150	60 00
Highest valuation of any School House.	2128 8 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	2,000 00
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Total valuation of Sch'l Houses.	3,187 1,315 1,834 1,834 1,834	16,284
Names of Counties and Towns.	MANITOWOG—con. Eston. Franklin, Gibson. Kossuth, Manitowoc. Manitowoc. Maple Grove, Meeme, Mishicott, Newton, Kockland, Rockland, Rockland, Rockland,	

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Franklin,	2,280 00	500 00	150 00	F- 0	90	80 /	9 9	49	824	2553	\$ <del>1</del> 98	10 87	16 06	п	100
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Total valuation of Sch'l Houses.	3,885 00 1,500 00 81,500 00	101,243 00	200 00 200 00 200 00 200 00 1,080 00
Highest valuation of any School House.	800 00 400 00 20,000 00	20,000 00	9 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8
Lowest valuation of any Bohool	63 00 25 00 1,000 00	20 00	100
No. of School House sites con- teining less than one sore.	01 66	74	e
No. of School House sites, unin- closed.	98	47	01 <b>41 H − 01 00</b>
No. Schools without Blackboard.	74	1 0 1	- :::: लन
Ma. of Schools without Outline Maps.	20 00	86	адынар
No. of District Libraries.	56.0	=	1 1 1 1 1 1 1 1
No. of Joint Libraries. No. of volumes in all the Libraries.	346 67 483	4 1,889	
No. of volumes loaned during	88	689	
Amount Library fines collected.		26 43	1 0 0 0 0 0 0
Amount Library fines expended,		10 37	- 1 - 1 - 7
Amount of Library fines remain- ing unexpended.		16 06	
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Average No Pupils attending such Sebools during the year.	1807	1907	

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La Farette, Little Falls, Greenfield, Portland, Ridgeville, Sheldon, Sparts, Tomsh, Wellington,	Marinet, Peshtigo, Stiles, Oconto, Conto, Pensaukee,	Appleton City, Borins, Buchanan, Centre, Dale, Ellington,

OUTAGAMIE-

Average No. Papila attending anch Schools during the year.		20	
No. of select and private Schools other than incorp'd Academies.		64	
Amount of Library fines re- maining unexpended.			
Amount Library fines expended.			
Amount Library fines collected.			
No. of Volumes loaned during the year.	8 3	156	60.00
No. Volumes in all the Libraries.	99 68	228	287 108 60
No. of Joint Libraries.		:	: : : 64
No. of District Libraries.	(A : CA :	7	<b>∞</b> 4 α ∞
No. of Schools without Outline Maps.	∞ ∞ 4 ro ∺	52	<b>₽</b> Ø Ø Ø ♣
No. Schools without Blackboard.	: सक्षम : :	12	: 0:0:
No. of School House Sites unin- closed.	800F44H	46	F-400
No. of School House Sites con- taining less than one acre.	ଈଊଊଐଶଶ	54	400
House.	100 100 100 100 100 100 100 100 100 100	10 00	8888 8888
Lowest valuation of any School			
,	88888	8	8888
Highest valuation of any School House.	\$111 \$300 \$300 \$250 \$300 \$300	009	8,000 1,500 1,500
	88888	90	8888
Total valuation of Sch'l Houses.	\$411 640 1,741 625 961 800	9,296	746 4,634 1,002 2,820
Names of Counties and Towns.	OUTAGAMIN Con. Freedom, Grand Chute, Greenville, Hortonia, Kaukana, Liberty, Osborn,	· • • • • • • • • • • • • • • • • • • •	OZAUKRE— Belgium, Celarburg, Fredopia,

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951	1,077					
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Mames of Counties and Towns.	RICHLAND—continued. Richmond. Richwood. Richwood. Rockbridge. Richland. Richland. Bylvan. Willow.		ROCK Avoe. Beloli, Belch Gity,
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No. of Joint Libraries.	111.1911	10    ; ; th-
No. of District Libraries.	25 17 18	450
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Detadeld, Mukwonago, Genesse, Kaglo, Kankego, Kanmit, New Berlin, Ottawa, Tankesha, Pewankes, Lisbon,		WAUPACA— Deyton; Farmington; Scandinavia, Iola, Lind, Wanpaca, Wanpaca, Bt. Lawrence, Woyauwege, Royalkon; Little Wolf, Unkon, Caledonia, Mukwa, Lebanen, Lebanen,	

Average No. Pupils attending and such Schools during the year.	
No. of select and private Schools other than incorp'd Academies.	
Amount of Library fines re-	
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No. of Joint Libraries.	
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No. of Schools without Outline Maps.	446650FFH486FP
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Lowest valuation of any School House.	8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8
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Highest valuation of any School	55555555555555555555555555555555555555
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Total valuation of Boh'l Houses.	8
Names of Counties and Towns.	HAUSHARA—Bloomfield, Coloma, Dakota, Deerfield, Hancock, Leon, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion, Marion,

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No. of volumes loaned during the year.	7.7		1,083		5	:	2.069		4,4	5			4,04
No. of volumes in all the Libra-	2	9		•	878	•	1.804	16	2,015	8	:	2	N A
No of Joint Libraries.	C1		_	-	-	:	e		2	2	:		17
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44,886 31,546	17,484	25,70.3	8 240		30,801	13,216	2,896	35,600	33,147	25,310		15,284	485	7,628	101,243	9,415	3,860	9,296	15,777	1,787	6,445	000	12,779	54,815	14,144	132,371	6,036	86,470	1,003	27,114	<b>8</b> ,160
Grant, Green.			· _	100000	Jenerson,	Janesa,	Kewstunee,	Kenosha	La Crosse,	La Faxette	La Pointe*	Manitowog	Marathon	Marquette	Milwankee	Monroe	Oconto.	Outagamie	Ozankee	Pepin.	Pierce	Polk	Portage	Kacine	Kichlerd	Kock.	St. Croix	Sank	Shawano	Sheboygan	Trempeleau

Average No. Pupils attending such Schools during the year.	340
No- of Beleet and Private Sob'la other than incorp'd Asademies.	3 B 310
Amount of Library fines remain- ing anexpended.	0 20
Amount Library fines expended.	50 60
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Mp. of Volumes loaned during	1,022 2,918 89 89 1,054
No. Volumes in all the Libraries.	1,728 1,528 1,528 89 21 7111
No. of Joint Libraries.	92.5
No. of District Libraries.	54 48 48 8 1 1 10 11,071
No. of Schools without Outline	3.314 8.99 8.99 8.99 8.99 8.314
No. Schools without Blackboard.	86 11,04,1
No. of School House after unin-	136 103 104 80 85 85 85 85
No of Gabool House sites con- telaing less than one sore.	146 110 105 65 81 83 63 83
Lowest valuation of any School Hones.	10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00 10 00
Highest valuation of any School	1,500 2,500 7,600 7,600 20,000
Total Valuation of School Houses.	51,130 50 15,530 00 48,056 00 9,574 00 18,027 00 46,451 56 1,958 00
Names of Counties.	alworth. ashington. aukesha. aukesha. aushara. finnebago. ood.

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#### TWELFTH

#### ANNUAL REPORT

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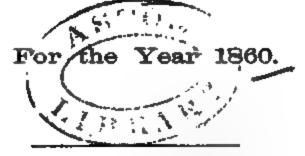
# COMMON SCHOOLS

AND

#### EDUCATIONAL INTERESTS

OF THE

STATE OF WISCONSIN,



.BY J. L. PICKARD,

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION.

MADISON, WIS.:

JAMES ROSS, STATE PRINTER—PATRIOT OFFICE.

1860. ~~



### Office of Superintendent of Public Instruction, MADISON, Dec. 10th, 1860.

To His Excellency, ALEXANDER W. RANDALL,

Governor of the State of Wisconsin:

SIR:—I have the honor to transmit, through you, to the Legislature, the Twelfth Annual Report from this Department.

Very respectfully,

Your obedient servant,

J. L. PICKARD, State Superintendent.



# TWELFTH ANNUAL REPORT.

To the Honorable the Legislature, of the State of Wisconsin:

GENTLEMEN:—In accordance with Section 67, Chapter X., Revised Statutes, I have the honor to submit the following

# REPORT:

# I.—STATISTICS.

Tables 1, 2, and 3, of Appendix B, present an Abstract of the Reports received from Clerks of County Boards of Supervisors.

These reports are not in all cases reliable. Especially is this true in the columns of averages. When absolutely correct they can not be relatively so, since each officer pursues his own course of making up averages. So many are employed in this work, it is impossible to secure any thing like uniformity in the results. By special reports received directly from the Town Superintendents, I have learned that many schools are without registers, and of course no reliable statistics can be gathered of the number in attendance upon schools, or of the average attendance of pupils.

Some averages have been so manifestly incorrect, that I have made changes in the figures according to what I conceived to be the true state of the case. The reports not unfrequently exhibit an average of from 15 to 50 months's chool during the year, or an equally incorrect average of attendance of pupils. Could I see in all cases the origin of such errors, they could be easily corrected. Such changes as have been made in these particulars, have been made without any accurate knowledge of the facts, so that they cannot be fully relied upon, but must be more nearly correct than the figures I have changed.

The County Clerks simply copy the reports sent them by the Town Superintendents. The Town Superintendents copy the reports of District Clerks. It is difficult to procure any correction of these reports without consuming more time than their value would warrant.

The only portions of the reports upon which the distribution of the Fund depends, are the number of children over 4 and under twenty years of age, and the length of the school taught. These are supposed to be nearly accurate, except that in the latter a few instances appear of more than twelve months' school in the year.

Every county in the State has made its report. The main facts embodied in the reports, may be found in the fol-

lowing

### SUMMARY:

Number of counties reporting,	56
Number of terms reporting	737
Number of towns reporting,	(3)
not reporting,	7
" of whole districts.	3,399
" of parts of districts,	1,827
" of districts reckoning 2½ parts equal to one whole dis-	
trict,	4,211
Number of districts not reporting.	85
Number of parts of districts not reporting,	74
Whole number appeared	118
Whole number unreported,	
Number of male children between four and twenty years of age,	150,068
Number of female children between four and twenty years of age,	138,896
Whole number of children between four and twenty years of age,	288,984
Excess of males over females,	11,192
Whole number of children between four and twenty years of age, reg-	•
istered in schools,	194,357
Number attending school under four years of age,	2,272
over twenty years of age,	2,896
Total number in attendance,	199,455
Average number of months schools have been tought	6 9-11
Average number of months schools have been taught.	0 3-11
Average number of months children between four and twenty years'	
of age have attended school,	4 9-10
Average number of months schools have been taught by male teach-	_
6ra,	<b>3</b> 7-10
Average number of months schools have been taught by female	
teachers	4
•••••••	_
Average monthly wages of male teachers,	<b>31 3</b>
" " female teachers,	15 30
	57,481 10
	9,887 6
"  "  "  "  "  "  "  "  "  "  "  "  "	
	64,374 46
Money expended for libraries,	2,012 91
	78,756 13
Amount of money received from State, in both apportionments, de-	
ducting fees of County Treasurers.	71,400 54
Amount raised by tax,	92,765 23
Total amount received.	74.995 17
	469 65
Excess of receipts,	

N umber o	of school b	ouse sites containing less than one acre,	8,436
Number .	of sites un	enclosed,	8.376
4	etone ec	hool houses,	166
44	brick	4	177
**	<u></u>	#	
ęs.	frame	ts	2,297
44	log	£	1.403
Total nu	mbar acho	ol houses,	4.045
Total val	nation of	chool houses,	
Avorage	ealmetion		825 00
Tri-base	*#####################################		
Trigoser .	LETINETROP'-		3,300 00
Lowest, .		****************************	02
Number	of school b	course destitute of outline maps,	3,562
Mambox	of school 1	houses without black-boards,	
Mumber	of Benont 1	HOUSE WICHOUT DIRES-DOWLER,	942
Mamber	or antrict	libraries,	1,175
Number	of Volume	u in district libraries,	35,939
Number	of volume	s loaned for reading,	32,645
Number	of select	and private schools, other than incorporated	,
aced	amiao	and previous suscessions cannot be and	161
#F		- 44	161
To figure 1	ot babrre 1	n the private schools,	6,473

School Districts.—The number of districts reported last year was 3,538; parts of districts 1,611, making a total of 4,331, supposing 2 1-2 parts equal to one district on an average. By reference to the Summary it will be seen we have now reported only 3,399 districts, or 139 less than last year. That there is a diminution in number of districts during the year is evident from the fact that the number of districts unreported this year is 33 less than last year.

The parts of districts have increased in number from 1,611 last year, to 1,859 this year. (78 parts unreported last year, against 74 this year.) Judging by the number of school houses reported in joint districts, I have changed the average number of parts making a whole district, from 2 1-2 to 2 1-4. This gives a total number of districts of 4,211 against 4,331

last year, or a diminution of 120.

Two counties exhibit great discrepancies between the reports of last year and this. Jefferson county reports 86 less, and Winnebago county 32 less than last year. Taking the number of school houses as a guide, I suppose the present reports correct. This will make a difference of 118, still leaving a diminution of 2 districts, allowing the gain of 83 to balance the 7 towns not reported.

This fact is very encouraging in our educational work, since division of districts, as a general thing, prevents progress by crippling the ability of the district, both as to numbers and

wealth, to secure a gradation of schools.

More or-less new territory is every year organized into districts, so that the process of consolidation of districts must have been carried on to a greater extent than appears from the absolute statement given above.

In the early settlement of our State districts comprised large territory with few children. The old house built for the accommodation of the few, in many cases still stands, and as population has increased, the district has been cut down to suit the size of the house. Petty jealousies and neighborhood difficulties have done much to cripple the cause of education, by diminishing the size of districts, while the end sought in such division is seldom attained. It may be sometimes advisable to make a division of a district, where the features of the country are such as to render it impossible to secure a suitable site for a school house without manifest injustice to one or the other part of the district. Even then it is better to seek additions from other quarters to make up the loss by such division. In the newer settlements, a little patience under difficulties and embarrassments, will be amply repaid as the population and wealth of the district increase. Some districts may be too large, but the danger lies in the opposite direction. No absolute rule can be given as to size of districts. I would make them of equal size with townships, and allow such subdivision as may be necessary. Upon the change necessary to this end, I am not at present prepared to make any recommendation, for while I am satisfied with the township system in theory, I have not become enough acquainted with its practical workings to warrant me in making any suggestions in regard to it here.

Joint Districts, as will be seen, comprise about one fifth of the whole number of districts. The simple fact, that nearly one half the appeals to this department, growing out of alteration of districts, come from joint districts, and that one-fourth of all other appeals have the same origin, is evidence conclusive that they are not desirable, but, on the other hand, a source of difficulty. Inequality of assessment, varying interests, and local jealousies, of several towns, will, in a majority of cases, overbalance the benefits derived from joint districts. When absolute necessity compels their formation, local interests will be assimilated and the causes of discord proportionably removed.

Reports, upon which apportionment of school moneys is based, are often, and in some cases necessarily, incorrect. The apportionment to a joint district will sometimes be less, sometimes more, than it can justly claim. In the first case, injustice is done the joint district; in the second, its neighbors suffer. This evil may be in part remedied by a change of form of reports, which can be made without any legislation.

The average number of children in each school district of the State is very nearly 69. Of this number only 67 per cent. are registered as attending school at all. Thus, each district has but 46 pupils taught. If we take out of these averages, the cities and larger villages, the number will be reduced to 40, a number altogether too small to admit of any gradation of schools. Supposing that the territory of districts in the more thickly settled parts of the State is none too small, the interests of the schools demand that there shall be no farther division, so that with increase of population there may be increased facilities for grading the schools. While awaiting such an increase of population, the law creating union districts for High School purposes, may be carried into effect temporarily.

The argument that small districts are needed to secure punctuality of attendance, is met by the fact that counties of about equal extent and population, and of similar natural features, show no increased punctuality on the part of the county having the smallest districts, but a small per cent-

age of increase in favor of the larger districts.

School Children.—The number of children between 4 and 20 years of age, is reported as 288,934—150,088 males and 138,896 temales. This relative division into sexes is not absolutely correct, as some towns did not report the sexes, but the whole number of school children. Assuming the proportion of those unclassified the same as that of those classified as to sex, it is made nearly correct. The reports of this year show an increase of 10 113. Rock county decreases 1,434, Milwaukee gains 2,325, Dane county gains 937, Dodge gains Nearly all the counties show a slight gain over reports of last year. According to census of the State for 1860, the school children comprise about 37 per cent. of the whole population. The census of 1850 gives about 38 per cent. between 4 and 20 years of age. The number of children will doubtless increase more rapidly in the growth of a young State than the number of adults. It is probably true, that a correct census of school children would give more than 37 per cent. of the whole population.

School Attendance.—Of the 288,984 children reported, only 194,357 have been registered as in attendance upon schools at all, leaving 33 per cent. of the whole without any instruction. Unpleasant as this fact may be, there is still reason for encouragement when it is brought into comparison with reports of past years. Two years ago 37 per cent. were absent.

Last year there were no figures upon which to base a calculation. From the basis assumed by my predecessor, which I deem a fair one, the absent were 36 per cent. of the whole number drawing public money.

To go still farther back, the per centage of unregistered

children since our State organization, is as follows:

1849,	About	56
1850,	4	23
1851,	•	30
1852.	4.	29
1853,	64	31
1854,	66	35
1855,		35
1856,		
1857,		40
1858,		37
1859,		36
1860,		33

All estimates of per centage heretofore have been made upon the basis I have used above. It is but just to say, that the number of pupils registered during the year should be compared with the number reported as between 4 and 20 years of age the previous year, and not with the number in the districts after the schools have closed. Taking the number of children reported in 1859, the per centage of unregis. tered children is only a little more than 30. From the circumstances of the case, all the children can not be found in the schools during any one year. Probably 20 per cent. are necessarily detained from school, leaving still 10 per cent. or a little more growing up without any desire or effort to secure the advantages offered them by the State. The remedy for this must be found rather in increased interest on the part of the parent than in any legislative action. It may be well to consider the propriety at some future time, of apportioning the public funds upon the basis of attendance, rather than upon the school census as at present.

In comparison with other States, the following results are

obtained:

Wisconsin show	ws an a	ttendanc	e of	per	ct.
New York	le .	e٤	67	· «	
Connecticut	cl	66		•	
Michigan	66	66	73	44	
Michigan Maine	46	66		44	
Massachusetts	66	46	94	~	
Ohio	66	ee		•	
Alabama	46	el		•	
Missouri	66	66	48	•	

In the above account it must be remembered that Massa-chusetts and Michigan have the advantage of Wisconsin in

the number of years of school age. Michigan, when brought to the same standard as Wisconsin, would show an attendance not greater than our own. In the comparison I have selected the last reports of States in different parts of our Union, that we may the better see our relative position.

Length of Schools.—In no one item do I find so much ground for encouragement, as in the great increase in length of schools taught. It is now 14 per cent. greater than last year, or 6 2.11 months. In the work of the past year every county in the State, except the newly organized county of Ashland, has exceeded the three months required by law. The people have shown themselves prepared for a change in the requirements of the law in regard to length of schools. I have no hesitation in recommending 4 months as the limit of school entitling the district to draw public money.

Teachers and Teachers' Wages.—Not less than 6,000 teachers have been employed in the State during the past year. The ratio of female to male teachers is as three to two outside of the cities. If the cities be included, it will increase the ratio. This ratio should still be increased. Instead of argument I will introduce a table that will test fairly the question, whether male or female teachers are most successful:

	Per centage of attendance.	Ratio of Male to female teach'rs
Wisconsin,	,67	,67
Uhio,	.70	1,10
Massachusetts,	.94	.30
Connecticut,	.80	1,10 ,30 ,50
New York,	,70 ,94 ,80 ,67	,67
Michigan,	.73	.48

In the above table Ohio stands as the only exception to what is there apparent, that the average attendance of pupils increases as the relative number of female teachers increases.

The average wages paid male teachers is \$1,27 greater than last year. The average amount paid female teachers is \$1,01 greater than last year.

The ratio of female teachers' wages to those of male teachers, for eleven years, is as follows:

1849,	.45	1855,	,59
1850,	,52	1856,	,54
1851,	<b>A3</b>	1857,	,62
1852	,54	1858,	مُقر
1853,	,50	1859,	,68
1854	.80	1 1860	-63

This shows a steady increase in the right direction. While teachers in our Primary Schools, and throughout the country districts, do not receive their just share of wages paid, it is gratifying to know that step by step a steady advance is made. Because steady, it is the more sure. With this increase of wages, sometimes as cause, and sometimes as effect, comes an increase in the ranks of those who make teaching a business, and who in their own cultivation and elevation mold a proper public sentiment, and thus secure better remuneration for their services. The highest average wages paid to male teachers is paid in Douglass County, \$36,00. Portage County pays the lowest average, \$18,76. La Pointe County shows the largest average wages paid to female teachers, \$41,50, and Marquette County the lowest, \$10,78. With these facts must be taken into consideration the size of the counties. newer and less thickly settled counties of the State show a higher average of wages than the older and more thickly settled counties. Higher wages have not proportionably decreased the length of schools. Out of 24 counties paying more than the average teachers' wages, 18 have had more than an average length of school.

School Houses.—The amount reported as total valuation of school houses is \$1,314,386,09. This is an increase over last year of \$128,194,36. As some towns do not report the valuation of their school houses, we probably have nearly a million and a half dollars invested in school houses. average valuation of school houses is \$325. When we consider that more than 34 per cent. of the whole are built of logs, this average speaks well for the school houses of the State. Janesville reports the highest, \$33,000,00, and Ellington, Outagamie County, reports a school house (?), valued at two cents. In amount of money invested in school houses, Rock County leads off at \$134,456, followed by Milwaukee with \$130,738,61, Dane \$71,929, Dodge \$68,400, Racine \$59,050, Waukesha \$54,630, Fond du Lac \$52,192,10, Grant \$49,939. 45, Winnebago \$47,825, Walworth \$46,057, Columbia \$39,-982,25, Sauk \$36,729,27, Kenosha \$36,197, Jefferson \$32,985, Green \$31,550,30, La Fayette, \$30,820,00, Shebuygan \$28,-199,00, Iowa \$26,890,70, La Crosse \$24,689,00. other counties have less than \$20,000 each invested, till we come to Ashland County, with one school house worth \$25.

In traveling through different parts of the State, I have been pleased with the external appearance of the school houses. Much regard is paid to site and structure of the houses. The public school buildings of Mensaha and Fort

Atkinson, are samples of what may be done by all our enterprising villages. I mention these rather than others, because of their cost being less in proportion to their real value than the cost of any other structures, of equal size and beauty, with

which I am acquainted.

But while the people of the State have shown commendable zeal in the erection of valuable school buildings, it is to be regretted that where land is so plenty, only six hundred and eight school house sites contain an acre or more of ground. Many of our school houses are crowded into the place where three or more ways meet, with nothing to hinder pupils from riding to the very door, since 679 only have any enclosure at all. There seems a little discrepancy in these figures; certainly unenclosed sites may be said to occupy all unoccupied territory. In many cases the school yard is 4 rods wide, and of indefinite length. Of the importance of more correct views upon the points here suggested, I must treat in another part of this report.

School Libraries.—The number of district libraries reported is 1175, or 75 less than last year. The number of volumes is 35,939. 32,645 are reported as having been loaned for reading during the year, of which the single library of Racine furnished 6,710. Fourteen counties report no libraries, and others only about one fourth as many as there are districts. Racine county reports more than twice as many books as any other county. The fact that the Racine city library was purchased by a person eminently fitted to select books for such a purpose, and in number of volumes and general management, resembles more nearly a township than a district library, and the additional fact that the books from that library are read far more than any other books in our district libraries, confirm me in the belief that the State, through some suitable persons, should purchase all books designed for school libraries, and that the libraries should be as large as they can be made without too great inconvenience to those whom they are designed to benefit.

The importance of a library as an educational agency can not be overestimated, and I trust wise counsels may prevail in the legislation necessary upon this subject, during your

present session.

In accordance with provisions of law, subdivision 8, section 46, chapter 23, R. S., early in the spring I sent out blanks of a special character to town superintendents, with the request that they be filled and returned directly to this office. From every organized county in the State, except

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Clarke, I have received returns, and from nearly half the Superintendents of the State. This is doing better than I had expected, as it involved extra labor on the part of Superintendents, and I preferred to place it in the light of a favor rather than a requirement of law. From considerations offered under the head of abstracts of reports of county clerks, I deemed this course necessary, that I might the better understand the condition of the schools of the State.

The special information asked for, as well as results of in-

quiries, will be seen by reference to the table appended.

In preparing the tables I have assumed that the balance of each county would have the same general average as the towns reported. In some cases the reports may come from the towns most interested in the cause of education, and therefore furnish a better average than the whole county would bear, but this is not the case with the counties with which I am personally acquainted.

In cases where no average is made the sum total is only for the number of towns reported. The whole county may be best estimated by those best acquainted with the county, on comparing number of towns reported with number of towns in the county. This list does not embrace the reports of city schools. These will be found in a separate table. Some parts of the information obtained is not reported here, but used elsewhere as a basis for statements there made.

# TABLE A .- ABSTRACT OF REPORTS.

No. Seats.	275 692 188 188 1061 146 146 1153 146 1153 146 1153 1153 146 1153 1153 1153 1153 1153 1153 1153 115
Third Class School Houses.	1
Second Class School Houses.	<b>の 2 3 4 3 4 3 4 3 3 3 3 3 3 3 3 3 3 3 3 3</b>
First Class School Houses.	Oromin Haddail
Per centage of Punctual Attend-	2666 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5
Per centage over 16 years of age.	275 4 2252 477 248 448 448 448 448 448 448 448 448 448
Per centage under 6 years of age.	20 20 10 10 12 20 20 20 10 10 10 10 10 10 10 10 10 10 10 10 10
No. Echolars Registered.	1,386 1,011 1,011 356 356 356 4,776 4,776 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259 1,259
No who make Teaching a t'to-	8544 E 255 304 24 25
No. Teachers who have attended Wim'l Olames or Teach's Instit'ts.	4000 00000 44.18
to consistent Experience of Teachers.	40044 40040000 9 9 4 8 9 9 4 7 0 0 0 0 4 1 0 0
Average Wages Female Teachers per month.	
Average Wages Male Teachers per month.	<u> </u>
Average Age of Teachers.	11 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2
Ио. Реправе Теасретв.	
No. Male Teachers.	SEE SEE CONTRACTOR
No. Unclassified Schools.	1388884 4385 54 55 54 55 54 55 54 55 55 55 55 55 55
Mo. Primary Schools.	(C) (C) (C) (C) (C) (C)
No. Grammar and Intermediate	
No. Towns Reported.	7
Mo. Towns in County.	<b>388300813800003</b>
DOURTIES.	Adems, Bad Ax, Brown, Brown, Buffalo, Chlumet, Chlumet, Chawford, Dane, Doogle, Doogles, Douglas, Donglas, Donglas, Donglas,

No. Seata.	1,051 778 778 1,612 679 679 1,075 1,075 1,008 891
Third Class School Houses.	<u> </u>
Second Class School Houses.	<u> </u>
First Class School Houses.	<u> </u>
Per centage of Punctual Attend- ance.	25
Per centage over 16 years of age.	9
Per centage under 6 years of age.	71 - 84 4 84 5 6 9 4 8 6 0 6 8 6 8 8 8 8 8 8 8 8 8 8 8 8 8 8
No. Scholara Registered.	2,110 1,628 2,092 2,092 992 615 1,547 1,541 1,42 1,43 1,43 1,43 1,43 1,43 1,43 1,43 1,43
No. who make Teaching a Pro-	25 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2
No. Teachers who have attended M'm'l Classes or Teach's Instit'ts.	32 34 37 37 38 37 38 37 38
A verage Years Experience of Teachers.	3 1-10 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14-15 3 14
Average Wages Female Teachers per month.	25 1 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2
Average Wages Male Teachers per month.	24 80 24 47 24 47 23 51 24 47 25 29 88 26 22 36 27 85 28 89 29 25 59 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 02 85 20 85 20 85 20 85 20 85 20 85 20 85 20 85 20 85 20 85 20 85
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No. Female Teachers.	80 - 82 - 83 - 83 - 83 - 83 - 83 - 83 - 83
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No. High Schools.	
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## GENERAL SUMMARY.

No. Counties reporting,	53
No. Towns reporting	301
No. High Schools,	
No. Intermediate and Grammar Schools,	
No. Primary Schools.	98
No. Unclassified Schools reported	1800
No. Male Teachers employed,	1011
No. Female Teachers employed,	1491
Average age of Teachers,	23 years.
Average wages paid Male Teachers,	823 18
" Female Teachers,	14 57
	Δ Δ
experience of Teachers, (52 counties,)	yrs. y mes,
" experience of Teachers, (52 counties,)	651
No. who have attended an Institute or Normal School,	651
No. who have attended an Institute or Normal School,  No. who design to make teaching a profession,  No. of Scholars registered,	651 81 <b>9</b> 60,332
No. who have attended an Institute or Normal School,  No. who design to make teaching a profession,  No. of Scholars registered,	651 81 <b>9</b> 60,332
No. who have attended an Institute or Normal School,  No. who design to make teaching a profession,  No. of Scholars registered,	651 81 <b>9</b> 60,332
No. who have attended an Institute or Normal School, No. who design to make teaching a profession, No. of Scholars registered, Per centage of Scholars under 6 years of age, " " 16 " Per centage of punctual attendance,	651 819 60,322 16 2-10 12 3-10
No. who have attended an Institute or Normal School, No. who design to make teaching a profession, No. of Scholars registered, Per centage of Scholars under 6 years of age, " " 16 " Per centage of punctual attendance,	651 819 60,322 16 2-10 12 3-10
No. who have attended an Institute or Normal School, No. who design to make teaching a profession, No. of Scholars registered, Per centage of Scholars under 6 years of age,  " " 16 "  Per centage of punctual attendance, No. of first class School Houses, " second class "	651 819 60,322 16 2-10 12 3-10 59 3-19 256
No. who have attended an Institute or Normal School, No. who design to make teaching a profession, No. of Scholars registered, Per centage of Scholars under 6 years of age,  " " 16 " Per centage of punctual attendance, No. of first class School Houses,	651 819 60,322 16 2-10 12 3-10 59 3-19 256
No. who have attended an Institute or Normal School, No. who design to make teaching a profession, No. of Scholars registered, Per centage of Scholars under 6 years of age,  " " 16 "  Per centage of punctual attendance, No. of first class School Houses, " second class "	651 819 60,322 16 2-10 12 3-10 59 3-19 256 797 407

From the above summary we gather the following facts:

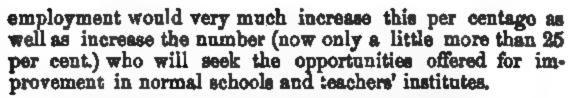
One town out of seventeen reports a high school. This would give about 38 high schools in the State, outside of the cities and larger villages. These will probably not all take rank with the city high schools, but they show commendable progress in the gradation of schools.

Nine years ago there was but one graded school in the State. The little seed planted at Kenosha has rapidly multiplied, and nearly all our cities, and many of our villages are reaping its fruit in schools that will not suffer in comparison

with any schools of our older neighbors.

The ratio which female teachers bear to male teachers, is nearly 3 to 2. This ratio will be, and should be, increased as the number of graded schools increases. In the average age reported, we have this assurance, that our teachers are not past remembering that they were once children, and yet have years enough to insure sober earnestness and good judgment, which combined with an experience of nearly 4 years in the school room, will place our schools on a favorable footing. The only drawback to our rejoicing over this result, is the fact that the four years' experience has, in a great majority of cases, been acquired in from 8 to 12 different schools. This may be no serious detriment to the teacher, but is to the schools taught.

This frequent changing of teachers may account for the fact that less than 33 per cent of the teachers reported, design making teaching their life-work. Assurance of permanent



The number of scholars registered would show a registry of about 130,000 outside of the cities, a calculation as accurate as can be made on account of incompleteness of returns. Those actually in the schools are but 59 3-10 per cent. of this number, or 77,090. This may, in part, be accounted for by looking at the number of seats furnished for pupils in the school houses reported. By the same calculation as before and making allowance for the counties reporting scholars who do not report number of seats, we find seats enough for only 69 1-2 per cent. of the scholars registered, or for 90,850.

Dividing the years of school age into periods of two years each, we shall have eight such periods, each being 12 1-2 per cent. of the whole. It will be seen that the pupils registered during the first period from four to six years of age, are 16 2-10 per cent., while the last two periods, from 16 to 18, and from eighteen to twenty, furnish only 6 3-20 per cent. each.

The large share of very young pupils will account, in part, for the small per centage of punctual attendance. This cause, however, will, be partially removed, as our schools are ad classified as to make them attractive and profitable to small children. Another occasion for absence from school may be found in the very poor school houses, which, according to the reports, constitute more than 27 per cent. of the whole number. All these causes of irregularity of attendance ought to be removed, and will be when the foundation upon which they rest is broken up, viz., apathy of parents. From a large majority of the schools I have visited, comes the same complaint of want of interest in the school. More of this in its proper place.

By means of this table I am able to present a comparison of our schools with those of other States, as regards punctuality of attendance. The per cent. of number registered is given, and not per centage of whole number drawing public money.

Wisconsin shows 59 8-10 per cent., Maine a little less than 68 per cent., Ohio 52 per cent, Pennsylvania less than 60 per cent., Massachusetts 74 per cent., Connecticut 70 per cent.

# CITY SCHOOLS, SPECIAL REPORTS.

3. On the next page will be found statistics relative to the schools of our cities, which are working under a special charter. With one or two exceptions they are all obtained from the school officers of the several cities by personal conference. The tables may not be absolutely correct, but as the same basis of calculation has been assumed in all the cases, they may be relied upon as relatively correct, and thus one of the main objects in view in the preparation of tables is attained. The results will doubtless differ from reports made up at home, because made upon a different basis. Especially will this be true in relation to the expenses of the schools. In the Milwaukee High Schools two teachers were reported as employed, who may have given instruction in other schools also. If this be the case the expenses of the High Schools would be diminished perhaps 15 per cent., while the expenses of the other schools would be relatively increased.

In most of the cities also more or less time of the Principal is given to work outside of the High School. In proportion to the time thus spent will the real expense of the High School be diminished, and that of the other schools relatively increased. In some cases also the Principal has charge of a Normal class which diminishes the actual cost of the school to the city in proportion to the amount drawn from the Normal Fund. This has not been taken into the account in my calculations. I have taken simply teachers' wages as the expense of the schools. Incidental expenses are not included. They will be relatively about the same as teachers' wages and

will increase the expenses about 25 per cent.

The average wages of male teachers can only be judged correctly by comparing that column with the column of number of male teachers. The average wages of Principals of

High Schools would not show so great a difference.

The expenses can only be correctly estimated by comparison with results attained as seen in columns of per centage of attendance. A comparison of the two last columns will show the condition of cities as to per centage of scholars drawing public money, who are found in the schools. Those which are the nearest alike have the largest per centage.

The estimates are made upon six months of the year ending

September 30, 1860.

# STATISTICS OF THE CITY SCHOOLS.

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Brrand Per	Whole cost per Scholar dron. average attendance.	20122122188
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	No. of High School Teachers.	Q1 01 00 05 05 00 01 01 00 00 0
	Eligh Schools.	

# II.—WORK OF THE YEAR.

## CORRESPONDENCE.

1. The Correspondence of the Department has been steadily increasing for several years. This year it has given constant employment to one person. Every letter received has been answered within twenty-four hours after its reception, unless it involved questions requiring a longer study and consultation. A complete registry of every letter sent has been kept, and copies of all important letters preserved. Letters received have been filed, with dates of writing, posting, receipt, and answer recorded.

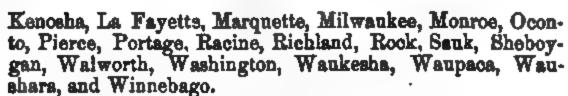
## APPEALS.

2. The Number of Appeals made to the Department has decreased during the year. I have made decisions upon thirty, and hold some four or five under advisement.

### TRAVELS AND LECTURES.

3. As much time as could be spared from the duties of the office, has been spent in visiting different parts of the State, speaking to the people when convenient, learning the wants of our State in respect to its schools, conferring with teachers and with school officers, and in endeavoring to awaken a deeper interest in the cause of popular education. Nearly fifty public addresses have been delivered by myself or my assistant. As many of the appointments have been made in connection with Teachers' Institutes, under direction of the Board of Normal Regents, we have been able to spend a little time, beside that given to public addresses, in talking to teachers. During the spring series of Institutes, free conferences were held with school officers, who were specially invited to be present. By these means we have reached more than 2000 teachers, and several hundred superintendents and district officers. While traveling I have visited nearly 300 schools, and have found the teachers at their daily task. The time spent in each school, could of course be small, but sufficient to give some idea of the general character of the schools, and for a tew words of advice and encouragement to teacher and pupils. These visits have not been confined to schools of any particular class, but have embraced all classes, from the best to the poorest.

The counties visited are Brown, Columbia, Dane, Dodge, Fond du Lac, Grant, Green, Green Lake, Iowa, Jefferson,



From one to four addresses have been delivered in each of

the counties above named.

Office duties prevented my visiting other counties. I hope to be able to reach during the coming year, all except a very few of the newly organized counties. Uniform courtesy and kindness have been extended to me both upon the part of the people and teachers. From all the many gatherings held, I have carried away pleasant memories, and ardent hopes for the future of our State. No occasions have been more gratifying than the school celebrations, held in several counties during the past summer. Such gatherings are very profitable, and I trust they may be multiplied. As little time as possible should be consumed in preparation for them. The more impromptu, the better they are.

A few weeks, during the time when little could be done in our own State, were spent in visiting superintendents of other States, that through conference with them I might

be better prepared to work in my own field.

### DISTRIBUTION OF WESSTER'S DICTIONARY.

Before the Legislature of 1860 convened, there were on file in this office, applications for more than 500 copies of Webster's Unabridged Dictionary. 600 copies were purchased, in accordance with the act of the Legislature, at a cost of \$4 per copy, delivered at this office. These were all distributed as soon as they could be sent out. We have received receipts from the officers to whom they were sent, for all except 81. These were sent to remote counties. They have been notified of the place to which the Dictionaries were sent, and informed that the Express Agents having them in charge would be ordered to return them to this office, unless called for before the time of selling for charges. Several Dictionaries have been sold in years past for charges. If the Dictionaries sent to the several districts are not worth to them the charges upon them, they should be transferred to other districts now waiting for a supply. Districts once supplied, as appears from the records of this office, have again made application, but have in all cases been refused, unless I have been satisfied that those sent them failed to reach them through no fault of their own. Such a record is kept of Dictionaries sent, as will prevent any second application from the same district meeting a supply.

Many Dictionaries have been destroyed by fire and other casualties out of the control of the District Clerk. Some arrangement should be perfected by which losses can be in part made up to them by allowing such Districts to be supplied at the cost of the Dictionary to the State. By such a provision the State would lose nothing, and would save to the District the sum of two or three dollars upon the purchase. All Districts suffering such loss would immediately make it good, could the State thus become its agent for the purchase of the Dictionary.

Applications for nearly sixty Dictionaries are now on hand awaiting supply. It will be necessary to purchase at least 300 copies, that the new Districts organized may be supplied whenever application is made. Much expense may be saved to the Districts if the Dictionaries can be sent immediately upon application. We should have a few constantly on hand

for such cases.

Accompanying this may be found the account of distribution during the past year:

Adams—Leola, 4; Rome, 3; Chester, 4; Richfield, 3; Preston, 5; Quincy, 1  Bad Ax—Coon, 2; Bergen, 4; Jefferson, 8; Stark, 3; Franklin, 2; Sterling, 6; Harmony, 1; Forest, 1; Clinton, 2; Greenwood, 2  Brown—Suamico, 3; Morrison, 3; Ft. Howard Borough, 1; Depere, 3; Eaden, 1; Glenmore, 1; Humbolt, 1; Green Bay, 3  Buffalo—Waumandee, 3; Glencoe, 1; Eagle Mills, 1; Buffalo, 1; Belvidere, 1; Buffalo City, 1; Gilmanton, 4; Maxville, 1  Calumet—Woodville, 4; Brothertown, 4; New Holstein, 2  Chippewa—Lafayette, 4	20 31 16 13 10 4
Clark—Weston, 2. Columbia—Springvale, 1; Caledonia, 1; Wyocena, 1; Portage City, 7; Marcellon, 2; Leeds, 2; Pacific, 1; Otsego, 4.	9 19
Oranoford—Haney. 7; Seneca, 2; Freeman, 1; Lynxville, 1; Clayton, 13; Eastman, 4; Utica, 3.  Dane—Blooming Grove, 1; Albion, 1; Madison, 1; Blue Mounds, 2;	31
Dunn, 1; Verona, 1; Springfield, 1; Windsor, 1; Sun Prairie, 1; York, 1	11
Dodge—Theresa, 2; Beaver Dam. 3; Williamstown, 3; Fox Lake, 3; Lowell, 1; Westford, 1, Lomira, 2; Le Roy, 1; Calamus, 2; Lebanon, 1.	19
Door-Otumba, 3; Gibraltar, 1; Washington, 3; Brussels, 5.  Dunn-Eau Galla, 1; Peru, 8.  Eau Claire-Bridge Creek, 1; Brunswick, 3; Eau Claire. 8.	13 4 12
Fond du Lac-Rosendale, 1; Taycheedah, 1; Auburn, 2; Ripon City, 3; Fond du Lac, 1; Waupun, 1; Eden, 2	11 9
Green—Monroe, 2; Adams, 7; York, 2; Washington, 1; Sylvester, 2  Green Lake—Kingston, 1; Berlin City, 4; Green Lake, 1; Dayton, 1;  Forsyth, 4; Marquette, 1	14 12
Iorca—Highland, 1; Clyde, 1; Mineral Point, 1; Arena 1.  Jackson—Manchester, 1; Alma, 4; Albion, 1; Adams, 8; Melrose, 1.  Jefferson—Jefferson, 2; Milford, 2.	4 10 4
Juneau—Marion, 1; Clearfield, 4; Kildare, 4; Lemonweir, 1	10 16

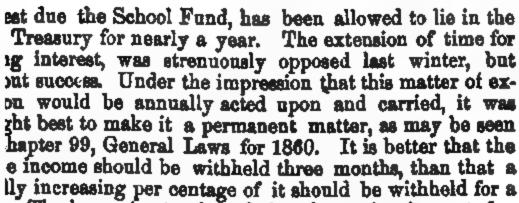
Crosse—Greenfield, 3; Barre, 2; La Crosse City, 2	)
Points—Bayport, 2; Bayfield, 1  nitowoo—Maple Grove, 3; Rockland, 3; Buchanan, 2; Cooperstown, 2; Cato, 6; Eaton, 5; Schleswig, 4; Manitowoo Rapids, 5; Meeme, 1; Mishicott, 3	1
rathon—Marathon, 3; Berlin 4.  rquette—Douglas, 1; Moundville, 2; Westfield, 1.  saukee—Granville, 1; Wauwatosa, 1.  nroe—Le Roy, 8; Clifton, 2; Eaton, 3; Leon, 5; Greenfield, 10;	L
Wellington, 4; Wilton, 5; Sparta, 4; Tomah, 3; Glendale, 5	_
erty. 2; Freedom, 1  whee—Belgium, 1  in—Lima, 2	l
Grove, 3; Pleasant Valley, 4; El Paso, 1; Martell, 3; Isabelle, 1 21  Le—St. Croix Falls, 2; Osceola, 2	L
**Mos—Caledonia, 1; Racine City, 10; Yorkville, 1	_
k—Excelsior, 3; Winfield, 2; Bear Creek, 2; Woodland, 2; Green-field, 1; Dellona, 1  meano—Shawano, 3; Richland, 1; Bell Plain, 3	1 7 7
Croix—Hudson, 2; Pleasant Valley, 2; Rush River, 3; Erin Prairie, 1	8
nspaca—Matteson, 3; Marion, 1; Mt. Morris, 2; Coloma, 1; Dakota,	5 9 2 0
1; Bloomfield, 3; Saxeville, 1; Plainfield, 1	3
Total	0
Superintendent of Public Instruction in Account with State of Wisconstn.	
1860, Cr. Dr.	
ril 20, To Dictionories received on purchase, as by act of Leg- islature, approved, March 15, 1860. (See General Laws of 1860)	)
By distribution as above, as per vouchers in this Office	
Total	0

# APPORTIONMENT.—(See Appendix A.)

- 5. Upon the 10th day of March, 1860, an apportionment of School Moneys, was made upon the basis of 50 cents per scholar. In accordance with Section 1, Chapter 99, of General Laws of 1860, a second apportionment will be made upon the 20th of this month. In the absence of any instruction upon this point, I have decided to make this apportionment upon the same basis as that of last spring, for the following reasons:
- 1. It is properly a portion of the income of the year 1860. On account of extension of time for paying interest, it was not in the Treasury until a few months after the time of the spring apportionment:
- 2. The constitution provides that each town shall raise a tax equal to one half the last apportionment of School Money, or forfeit its next share of Public Money. It will make no difference to the towns whether the December apportionment be considered a part of the income for 1860 or 1861. At the time of notifying the county boards what sum it would be necessary for each town to raise by tax, to secure the next apportionment, the reports for 1860 were not all in, and consequently no just calculation could be made upon the basis of the census for 1860, not yet fully complete. I then took the census of 1859, and upon this basis must the apportionment be made by Town Superintendents.
- 3. The reports of any one year are made the basis for apportionment of the year following. Those of 1860, by common usage, can only be made the basis for distribution of the income for 1861. All distributions for 1860 must, for the same reasons, be made upon reports of 1859.

I was assured by the Treasurer that a sum, sufficient to allow an apportionment of 14 cents per scholar, would be in the Treasury by the 20th of December. Knowing before hand the exact amount to be apportioned, I have prepared a table of both apportionments.

The reasons for providing for an extra apportionment of school moneys, were: 1. That the schools might have the benefit of the money heretotore suffered to lie in the Treasury until spring, and, 2; To balance the inconvenience arising from a change of time for making the apportionment from March to June. This change, it was hoped, would secure the distribution of the whole income for the year. By act of Legislature, for several years past, 20 per cent of the



The hope of extension of time for paying interest, fosby the action of the Legislature from year to year, was lly increasing the amount for which such extension was

ents per scholar. The following table will show how a money is raised per scholar, by tax, for teacher's wages, ding the tax levied by the County Board, which ought to sed in payment of teachers' wages. It will be seen that expense per scholar to the people, is greatest in the less ly settled counties. This furnishes an argument in favor pulous districts as to expense of schools:

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LE	**** **** **** **** **** **** **** **** ****	1	28
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OWOG		1	57
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Outagamie	••••••••••••••••	1	90
*Ozaukee	**************************************		38
Pepin		1	11
Pierce		2	79
Polk		4	30
Portage		2	15
Racine			Ol
Richland	••••••••••••••		40
Rock		1	95
Sauk		1	70
Sheboygan		1	95
St. Croix		_	48
			39
Trempeleau	•••••••••••••		-
Walworth	********************************	_	8
Washington			68
Waukesha	**** **** **** **** **** **** **** **** ****	1	89
Waupaca	•••••••••••••••••••••••••••••••••••••••	2 (	00
Waushara		1 8	89
Winnebago		i	-
		4	
Wood	***************************************	•	IJ
	A		_
	Average, omitting Ozaukee,	2	ZI

Kenosha, Jackson, and Shawano, do not report the amount of money raised for teachers' wages.

In comparing the amount apportioned per scholar, since the organization of the State, I find the following result:

	Number of Chil- dren between 4 and 20.	Amount of Apportionment per scholar.
1849, ,	70,457	
1850,	92,047	8 3-10 cents.
1851,	111,481	50 "
1852,	124,783	49 "
1853,	138,279	45 "
1854,	155,125	72 "
1855,	186,960	801/6 "
1856,	213,886	70′ 4
1857,	241,545	66 "
1858,	264,077	75 "
1859,	278,871	64 "
1860,	288,984	64 "

The apportionment of each year is made upon the reports of the preceding year, leaving 1849 without an apportionment.

It is probable that the income of the School Fund has reached its maximum, at least relatively so. It cannot increase as rapidly as the number of children increases. The apportionment for this year includes all the legitimate income of the year, and in addition thereto, the amount that remained over of interest unpaid at the time of the apportion-

<sup>\*</sup> Evidently a mistake.

ment of 1859. The next apportionment will only embrace the legitimate income of the year 1861.

It is but just to add, that the people will receive, in the form of libraries, if the Legislature perfect the system, 10 per

cent. more than already apportioned.

Supposing the income to remain the same as for the present year, and the children to increase as in years past, before those now entering upon school age shall have reached its further limit, the amount apportioned will be but little more than twenty-five cents per scholar. This is not so bad as it may at first seem. If the number of districts be not much increased, and a wise policy will prewent their increase to any great extent, each district will receive nearly as much as before. Farther than this, the wealth of the district will increase as rapidly as the population, and thus the necessity of aid from the State will be diminished. The aid given by the State should be designed rather as help to those who help themselves, than as a support for those who make no effort on their own account. A glance at the table given above will show that the actual expense of school decreases as population increases.

The whole amount of School Fund Income, less expenses

of printing and clerks, is \$204,568,12.

It has been distributed as follows:

Spring apportionment.	<b>\$139.835</b>	32
Spring apportionment,  December apportionment,	39,138	12
Library Fund,	19,879	68
Journal of Education,	8,315	00
Dictionary purchase.	2,400	00

In comparing the amount apportioned with the number of children reported last year, some discrepancies will appear. They are to be explained by the discovery of clerical errors, after the report of 1859 was issued, and previous to the apportionment. The spring apportionment includes \$56,32 to make good an error made last year.

The report of 1859 gives.  Errors of clerks were discovered to the number of	. 278,871 687	childr "	en.
Corrected,	.279,558		
An apportionment of 64 cents will give	17	8,917 56	12 32

\$178,978 44

# III.—EDUCATIONAL AGENCIES.

# SCHOOL FUND.

1. From October 1st, 1859, to Sept. 30th, 1860, there was paid into the Treasury, as interest upon School Fund Loans, and School Lands, the sum of \$156,348,27.

At 7 per cent. interest, this would show a productive fund

of \$2,233,546,71.

During the same period there was paid upon Swamp Lands, and Loans from the Drainage Fund, the sum of \$29,721,37, which, at 7 per cent., would show a Productive Fund of \$424-591. One fourth of this fund, or \$106,147,75, properly belongs to the School Fund.

The whole Productive Fund for the fiscal year, ending

Sept. 30, 1860, may be stated as follows:

School Lands and School Fund Loans, Swamp Lands, one-fourth,	<b>\$2,232,546,71</b> 106,147,75
•	
Total Fund.	32.839.694.46

Of the lands already surveyed, the State holds 115,600 acres of 16th section lands, which have never been sold. These lands are appraised at \$1,25 a \$1,50 per acre. Taking the lowest appraisal, these lands will bring to the State, when sold the sum of \$144,500.

School Lands forfeited, and not yet resold are as follows:

For	1858. 1859.	••••	 ••••	'57	15,560 91,480	
			<b>50</b> - <b>6</b> 0	•	250 940	

These lands were appraised at \$1 25 to \$4 per acre. At their lowest appraisal they will, when sold, add to the School Fund the sum of \$441,050.

Swamp Lands unsold can not be stated. There are ready

for market, or nearly so, about 500,000 acres.

The amount forfeited and not yet re-sold is as follows:

1858 1859	Acres.
1860	 •

Which, at an appraisal of \$1 25 per acre, would further increase the School Fund \$308,912 50

Under the supposition that the unsold lands and the forfeited lands will eventually be sold at their minimum appraisal, the Fund, if not still further depleted, will stand as follows:

Productive Fund 1860.  16th Section Lands unsold.  " " forfeited and not re-sold.  Swamp Lands unsold.  " " forfeited and not re-sold.	144,500 441,050 156,250	00 00
Total	\$8,234,156	— 96

NOTE.—The above does not include the 16th Section Lands that will go to increase the School Fund from parts of the State not yet settled, nor the Swamp Lands not ready for market, nor the 140,000 acres claimed from General Government, nor the 5 per cent. proceeds of the sale of Public Lands withheld by General Government. From these sources the Fund may be increased, but it is impossible to tell how much increase may be expected from them, and for this reason I have not included them.

The following letter from the School Land Commissioners, will show what are the prospects of increase from sale of lands:

# Hon. J. L. Pickard, State Superintendent:

DEAR SIR,—Answering your favor of the 13th, asking the opinion of the School Land Commissioners as to "the prospects of increasing the School Fund from the sales of unsold and forfeited lands, and whether the lands now in market are likely to bring, on an average, one dollar and a quarter per acre within ten years," I have to say—to your first inquiry:

The Commissioners share in what seems to be a prevailing impression, that there will be more inquiry for school and other lands belonging to the State, for a year to come, than in any one of the three preceding years. The abundant harvest of the past season has induced a better feeling in regard to property in lands, and at the same time supplied greater means to buy with, in the hands of the class of citizens likely to want lands for actual settlement. With no panic intervening, in currency or prices, the sales of land the present year, will, doubtless, be very largely in increase over those of any recent year.

The total cash receipts from sales of lands by the State, for the fiscal year ending September 31st, 1860, are as follows:

From School Lands sales, From Swamp Lands sales,	•	•	•	\$4,252 4,354	<b>25</b> 01
Total, .	•	•	•	\$8,606	26
Leaving due on Certificat	es				
From School Land Sales,	•	<b>\$3</b> 8	3,143 \$	99	
From Swamp Land sales,	•	34	3,143 <b>\$</b> 1,944  (	00	
•			·	<b>— 73,087</b>	99
Total, .	•	•		\$81,694	25

One fourth of the net income of the fund derived from sale of swamp lands, inures to the benefit of the school fund.

In reply to your second inquiry, the Commissioners are quite agreed and confident in the opinion that could the State lands be all graded by an honest and careful appraisement, having regard to their real value for sale to actual settlers, without allowing speculators to make a profit between the State and those who want them for occupancy and cultivation, the State might realize within ten years from their sale, a sum equal to one dollar and a quarter per acre for the whole. By the present system, selling such lands at ten shillings per acre as speculators find chance for gain in buying at that price, and retaining the culled lands, holding them at the same price—the State must fall far short of realizing, within ten years, or ever, to equal the average you name.

In behalf of the Commissioners,

I remain, yours respectfully,
L. P. HARVEY,
Secretary of State.

Of the Forfeited Lands for 1860, I am informed less than 7 per cent. were reduced or re-sold at the sales of November, 27th.

The following letter from His Excellency, Governor Randall, will show the condition of the claim of this State against the General Government. In previous reports this subject has been dwelt upon at sufficient length. The letter will speak for itself:

"EXECUTIVE OFFICE,
"Madison, Dec. 15, 1850.

"Hon. J. L. Pickard, Superintendent of Public Instruction:

"DEAR SIE,—Your letter, inquiring in regard to the position of the Commissioner of the General Land Office, relative to the five per cent. of the proceeds of sales of public lands,

&c., is received.

"The Commissioner has refused to settle with the State, unless the State will allow, as an offset to its claim, a pretended claim of the General Government against the State, growing out of the disposition of lands granted to aid in the construction of the Milwaukee and Rock River Canal.

"The pretence of the Commissioner is unconscionable. By an arbitrary rule, the Government withholds not only the five per cent. due the State, but also more than three hundred thousand dollars for swamp lands, sold by the Government, which belonged to the State. These moneys are withheld in defiance of the law and without any good reason. ing efficient has been done in Congress for our relief.

"Obstacles have been thrown in the way of the settlement of our claims by the Canal Company or its agents, both before the departments and the Congressional committees. I have no doubt, however, that within the coming year, if proer efforts are made, all these claims of the State against the

Government will be satisfactorily settled.

Very respectfully, ALEX. W. RANDALL."

In addition to amount from sale of lands, another source of increase to the School Fund is found in fines and forfeitures, &c. This increase may be estimated at a little more than \$2,000 per annum. Since 1855 the average increase has been \$2,256 75. The amount realized does not vary much since the law providing for agents to collect these fines was repealed. By these agents more was collected, but their fees consumed the excess.

The forfeited lists for 1860 show a forfeiture of about 6,000 tracts of 16th Section lands, or 240,000 acres, at an appraisal of \$1 25 per acre, making a loss to the immediate productive

fund of \$360,000.

Adding to this the fourth part of 280,000 acres forfeited from Swamp Lands, and the loss to the immediate productive fund will be, in addition to the \$360,000 given above, \$87,500; making the total loss \$447,500. By the sales of November 27th, this amount has been decreased about \$31,-325; leaving the actual loss to the immediate productive fund \$416,175; diminishing the annual income \$29,132 25. This diminution has been felt the present year, and will be felt each year until the lands are again sold. The lands still remain as the property of the State, and may at some time be re-sold. In many cases, however, the lands forfeited are almost absolutely worthless, so that 'the fund must suffer a loss, unless some plan of gradation of lands be adopted. It is futile to expect that the State will realize all that is due on the lands forfeited. Interest, taxes, penalty and forfeiture added to the appraisal will, in very many cases, prevent the This subject should receive earnest attention. I would recommend that the 16th section lands now unsold be thrown open to actual settlers in tracts of from 40 to 160 acres; that no advance payment be required, except the annual interest of 7 per cent. To secure actual occupancy two years interest might be required in advance. The settler should have the privilege of purchasing the land at any time after a term of seven years, or of retaining posession for any number of years, during which he pays the annual interest. The objection that settlers would go upon the lands for a year or two and strip them of whatever is valuable and then forfeit them, is an objection in force against the present system, and it must be met in the same way, by the faithfulness of the officers whose duty it is to protect the School Lands from trespass, beyond what is absolutely necessary to occupancy and improvement. By glancing at the list of forfeited lands it will be seen that a very large share is held by non residents. It appears to me that this measure would secure the settlement of these lands and eventually their sale, or in case of forfeiture, they would come back to the State increased rather than lessened in value.

Aside from the loss to the immediate Productive Fund, the following extracts from the Report of the School Land Commissioners will show an absolute loss in the matter of loans:

# "Mortgaged Lands Forfetted in 1858-9.

"We have endeavored by inquiries and a somewhat extensive correspondence, to gather reliable information concerning the value of the mortgaged lands forfeited to the State in 1858 and 1859, and also as to the responsibility of the mortgagors.

"The number of forfeited mortgages in 1858 was: School Land Loans, 49; Drainage Fund, 2. Total, 51. These Lands were mortgaged to secure loans amounting to \$23,628 89, and now bid in by the State for \$1,195 30. The actual value of these lands at average selling rates, as shown by correspondents' estimates, is \$5,200.

"The number of forfeited mortgages in 1859 was: School Land Loans, 102; University, 3; Drainage Fund, 11. Total, 116. These are held by the State as security for loans

amounting to \$51,811. The actual value of these lands at average selling rates is estimated by correspondents at \$22,-870. Probably they would not bring half that sum under the hammer. But if they are sold at the highest estimates, the State will lose over \$46,000 during both years. As many outside city and village lots are included in this forfeited list, we have adopted rules which will probably save the State from loss on such loans in future. No unimproved outside lots are received as security; and all improved lots so received must be worth, apart from perishable improvements, three times the amount of the loan granted. We have also inserted a clause in the appraisers' affidavit blanks which makes it imperative on the officers personally to examine the land with a view to the particular appraisement in question."

The Commissioners make many excellent suggestions upon the care of the School Lands, which should be very seriously considered by the Legislature.

The legislation of last winter bearing upon this subject was wise, and I trust it may be allowed time to prove itself so.

Excessive county taxation has been the cause of many forfeitures. To this there was no check so long as the State gave the county credit for its full tax on State Lands. Chapter 306 of Laws af 1860 furnishes an excellent check on this source of injury to the School Fund, and will in the end prove beneficial to the counties themselves, as it will secure a term of years of lighter taxation in lieu of one or two years excessive taxation. At the same time it will increase the wealth of the county promoting settlement.

The design of the Legislature as expressed in section 26 of chapter 28 of Revised Statutes seems to fail of execution, from the fact that the Commissioners have not before them any means of knowing what are "pine lands." It is not to be expected that purchasers will indicate what lands are "pine lands," and thus subject themselves to the necessity of paying the full purchase money in advance. The Swamp Lands should be appraised and the "pine lands" designated in the appraisal, so that the Commissioners may have before them authority to demand full purchase money in advance. This may prevent the immediate sale of these lands, but must secure their sale as fast as demanded, without any danger of loss to the State. The immediate expense of such appraisal will be more than counterbalanced by the ultimate benefits to be derived from it.

The causes of large forfeitures may be briefly stated as follows:

1. Many of the lands were sold when speculation ran high,

and purchasers have failed to realize their expectations.

2. The lumbering interests of the State have been seriously crippled during the past three years, and purchasers of pine lands have no inducements longer to continue paying interest. It may be well for the State that such is the case. Judging from the past, the lands would have become less valuable each year. The State, with proper care, may realize more from them than it would have done had the financial

revulsion been delayed a few years.

3. Excessive taxation of non-resident landholders. From some of the counties where the largest amount of forfeited lands is found, the taxes are from 7 to 27 per cent. of the appraised value of the lands as sold by the State. Much of this land will in a few years be eaten up by the taxes. Were these lands rapidly increasing in value, so large a per centage upon their first cost might be very light taxation after all. With the Swamp Lands it can hardly be said that any great increase of value above the appraisal is justly expected. The very fact of their forfeiture indicates no great increase in value. Admitting them to have doubled in value, and taking the very lowest per centage of taxation it would give 3 1-2 per cent. upon their valuation, an unusual rate of taxation anywhere.

# 2.—school officers.

There are in the State 743 Town Superintendents, and 12,633 District Officers, besides the members of City Boards of Education, and the two extra officers required in each Union School, as established by law. The County Clerks, also, and the County Treasurers become school officers, either in making reports or distributing moneys. The whole number of officers directly connected with the schools of the State cannot be less than 13,500. Of these officers the Town Superintendents and Districts Clerks to the number of almost 5000, are the most directly connected with, and responsible for the prosperity of our schools. The officers of the several towns and districts should be men of education, good common sense and practical honesty. These requisites are caforced by two considerations. 1. The interests of the State so essentially depend upon the right education of her citizens, and 2. The pecuniary interest, as shown by the large amount of money annually expended for achools.

The first of these considerations should be of most weight, yet is so intimately related to, and in some cases dependent upon the second, that they may not be considered separately.

The question whether any change is needed in number or prescribed duties of school officers, is one proper to be con-

sidered here.

I would advise a change from Town Superintendency to a system of

## COUNTY SUPERINTENDENCY.

Rather, I would transfer the duties of the Town Superintendent, so far as regards examination of teachers, and general supervision of the schools to a County Superintendent, making the Town Clerk ex-officio Town Superintendent, so far as distribution of moneys, and transmission of reports are concerned.

My reasons for deeming a change necessary, may be briefly stated.

- 1. The system of Town Superintendency has not the confidence or support of a large majority of the people.
- 2. It has not, in itself, the elements necessary to secure that confidence and support.

Frequent interviews with the most prominent educational men of this and other States, and letters from all parts of the State, from many Town Superintendents themselves, are the ground of my first statement. Here I would introduce testimony extracted from letters written on this and other subjects:

# Says one:

"I have seen little good from the office of Town Superintendent. I think a County, or Assembly District Board, whose chairman shall be Superintendent, would suit better than any thing I have heard proposed.

# Another writes:

"I believe that a County Superintendency would greatly improve our school system. Without increasing the expense, it would secure more efficient supervision, more thoroughness and uniformity in the examination of teachers, improved modes of instruction and discipline, better text books, and in all respects improve the condition of the schools of the State."

# Another:

"Let us have County Superintendents by all means. The present arrangement is next to worthless. Our schools, under it, have no supervision at all. I speak of the general working of the system. There is, occasionally, a man elected superintendent of a town, who will sacrifice his time and neglect his business, to visit schools and do what he can for them; but such men are rare.

"If we can have County Superintendents who are competent men, something could be expected from their individual supervision of schools, and their unity of action and effort

as a State Board."

# Another writes:

"An examination by one or more county examiners, would obviate, very considerably, the evils now felt, which result from the present method of examining and licensing teachers. I am not clear that it would be possible for a county officer to give all the personal supervision necessary to all the schools in the county, or that the community would be satisfied with what he could give, though, to be sure, the schools get next to none now. Might not a town officer have special supervision in his own town, subject to the general supervision of a county officer, by whom all certificates to teachers should be granted?"

Testimony like the above is abundant, but I will give place to witnesses, who have tested the matter throughly in other States. They are men of large experience, and know "whereof they affirm." Their testimony will be found to favor County Superintendency, as opposed to Town Superintendency.

Says the Hon. H. H. Van Dyck, Superintendent of schools for the State of New York, "The experience of another year, and a wider range of observation, enable me to speak in renewed terms of commendation of the system of school supervision in operation in this State. Two things are the necessary concomitants to this favorable expression. These conditions are, a proper discrimination on the part of the electors exerted in the choice of School Commissioners and a willingness on the part of that officer to discharge his whole duty. I speak advisedly in saying, that where these requisites are conjoined, there no substantial complaint against the system will be heard.

\* \* Least of all should there be a disposition for change, unless something better than the doubly

exploded system of Town Superintendents can be presented for legislative action. Neither in point of independence, efficiency or economy, can that system be commended to favor.

It will not be regarded as an arrogant assumption to claim for men who have had the opportunity of looking over our school system in its workings, throughout the State, of observing its defects and studying their appropriate remedies—a weight of judgment in such matters exceeding that of persons whose experience is often limited to a very narrow compass. In this view it may not be amiss to remind the legislature that every State Superintendent of Schools, in every report issued from 1848 to 1856, speaks in derogation of the system of Town Superintendents, and urges the adoption of some mode of supervision analogous to that now in operation."

Says the Hou. J. M. Gregory, Superintendent of Schools of Michigan:

"We have tried the township system from the first organization of our State, and the almost universal testimony of the people, including Township Inspectors themselves, is, that the inspection of teachers and schools under it is nearly worthless."

Hon. Anson Smyth, School Commissioner of Ohio, writes, after referring to his objections to the county system:

"It is my opinion that a large majority of the active friends of education in this State, are coming to the conclusion, that it would be well to test the usefulness of the office of County Superintendent. I have no doubt that, in many respects, such an office would be greatly advantageous to all educational interests, and it may be that I have overestimated the importance of my objections to its creation."

That the system of Town Superintendency has not in itself the elements necessary to secure the confidence and support of the people, appears from these considerations:

- 1. It is an office that occupies little time, yet enough to interfere seriously with other duties, without furnishing compensation that will warrant a suspension of regular business. A few are found able and willing to make the sacrifice, but these are but rare exceptions. It is thus made subordinate to all other work, receiving as little attention as can be bestowed upon it, and that of so hurried and superficial a character as to be little worth.
  - 2. This almost necessarily superficial work is so distasteful

to men of proper qualifications for the office, that they will refuse to serve, thus leaving it in the majority of cases to men of inferior qualifications. The minority embraces gentlemen of good education, whose interests lie in the direction of popular education, and who, on that account, are selected as teachers, and for that very reason should not hold the office of Superintendent.

3. Many Superintendents do teach. It is natural that they should desire situations in their own towns, and the best that can be secured. This is not objectionable, except so far as it may excite in the mind of the Superintendent jealousy of competing applicants for the same place, and by this means warp his judgment in regard to their qualifications. This is not mere theory. Practice of this kind has prevailed in some towns of the State. Presuming these to be very rare exceptions, as I trust they may be, there still lies this objection, that the Town Superintendent who teaches will make his own qualifications the standard by which to judge of others, and not in all cases to his own disadvantage. Should the system of Town Superintendency be continued, I cannot but feel that the interests of the schools would be promoted by prohibiting any Town Superintendent from teaching in his own town. Many of our Town Superintendents are our best teachers, it is true, but the impropriety of their sitting in judgment upon their own work is so apparent, that I would urge some change which shall leave them free to teach, and yet shall relieve our schools from what I feel to be a source of injury. change to a County Superintendency, so far as examination is concerned, would effect this object, as well as secure other good ends.

There seems to be a legal impediment, as well as impropriety, in the way of allowing Town Superintendents to teach in their own towns. The law contemplates a supervision of all the schools of the State by some person or persons outside of the schools themselves. A Superintendent teaching in his own town leaves his school without the supervision designed by the law. An officer from another town, who has granted the certificate by reason of a special provision of law, has no power conferred upon him by law to go out of his own town to inspect schools, and it is difficult to see just how that power could be conferred upon him without adding to difficulties already existing, and increasing jealousy already troublesome

enough in its effects.

4. By reason of an acquaintance with the officers who employ teachers, it is very rarely the case that all teachers desired for the town receive an impartial examination. So long

as human nature is what it is, consanguinity or warm friendship, or prejudice, will warp the judgment of the examining officer.

- 5. Teachers refused a certificate in one town, under the present system, are not incited thereby to energy and activity in fitting themselves for their work. By application to a Superintendent of some adjoining town the certificate can be obtained. The efforts of the best officers are thus thwarted, and little can be accomplished on the whole. The town blessed with a good faithful officer, will not make its own influence felt for good so much as it will feel and suffer from the influence of its less favored neighbors. Such has been the case in the past. This introduces another and a very important objection to Town Superintendency.
- 6. It is impossible through this agency to secure any thing like uniformity, or to make any influence from the department of Public Instruction felt throughout the entire State. Unity of action is essential to success in any enterprise. A body, with any of its members working inharmoniously, or not working at all, can not be a healthy body.

It is not necessary to enlarge upon the points suggested

above. Experience of eleven years enforces them.

Having stated briefly my reasons for arging an abandonment of the Town Superintendency, I propose a substitution of a County Superintendency. Its advantages should be briefly stated.

1. Where tested it meets with favor from the best educational men.

2. The system commends itself to all candid men in its

adaptation to the work to be accomplished by it.

For testimony upon the first proposition I would refer to quotations from correspondence given under the head of objections to Town Superintendency.

In support of the second proposition, I would urge:

- 1. The office requires the full time, and, therefore, the undivided energies of the man holding it. It can never hold a secondary place with the man who faithfully executes its trusts.
- 2. The salary that can easily be paid in the large majority of the counties of the State, (without materially increasing the expense of the present system,) would secure the best talent and the services of practical educators, men who would in their work improve their own qualifications for it.

3. It will secure an examination of teachers by men who can not be brought into competition with those who present

themselves for examination, thus securing impartiality and greater thoroughness.

4. As the examinations by county officers must be made at set times, it would secure public examinations of teachers, which would be of great advantage to the schools of the State. A day set apart for such examination would insure greater care and more thoroughness on the part of examiners; would discourage applications from unqualified teachers, and would give the public in general, and school officers in particular, an opportunity to judge of the real and relative merits of those examined. Private examinations, required as they may be at any time, must often be inconvenient to the examiner, and therefore superficial and unsatisfactory. Under such circumstances, certificates will often be given which would have been denied had those interested been present and prepared by personal knowledge, to sustain the examiner in his refusal of a certificate.

It is right that a matter which affects so vitally the dearest interests of the people, should be open to their inspection. It will secure better qualified teachers, and diminish fault-finding with those who are employed.

- 5. Admitting that a County Superintendent would be influenced in his judgment, as well as a Town Superintendent, by acquaintance with the parties for whom he is acting, it can affect only one town in a county, instead of all, as under the present system.
- 6. Let the teacher feel that a refusal of a certificate disqualifies him to teach in any town, and we shall have more effort put forth by teachers in qualifying themselves for the post they desire. The lazy will be spurred to activity, or compelled to leave the places they are unfit to fill. The honest and faithful will be encouraged. The diligent will be rewarded, and all true teachers will be inspired by the thought that they are not to be brought into an unsuccessful competition with those, who, through want of qualifications, or sheer laziness, would disgrace the places they seek. Teachers very justly demand that they shall be protected from the mere hangers on of their profession. A system which shall secure uniformity of examination throughout a county, will furnish this protection.
- 7. Through county examiners, who should be brought into close correspondence with the State Superintendent, uniformity of examination may be attained throughout the whole State.

Such are the theoretical advantages of the system of Coun-

ty Superintendency. Do its practical workings establish the theory?

Let the following quotations answer the query.

The Superintendent of Public Instruction, of Pennsylvania, in his report for 1856-57, makes the following concise statement of benefits derived from the system in that State."

1. "Organized, well-attended, and efficient Institutes and Associations, by teachers, for self-improvement.

2. "Largely increased interest by Directors (School Boards) in the duties of their office.

3. "Improvement in school houses and furniture.

4. "Great increase in uniformity of text-books, and im-

provement in classification.

5. "The enlargement of the number of promising, qualified teachers in the profession, and the retirement of tar more who were found to be incompetent.

6. "Increase in the salaries of teachers, and in their stand-

ing and influence as members of society.

7. "Manifest improvement in the schools, with a strong tendency towards grading them, and the introduction of a more liberal course of study.

8. "More frequent visits to the schools by parents, and a greater interest on their part in the means provided by the

State for the intellectual culture of their children.

9. "Numerous public examinations and exhibitions at the close of the term, well attended by parents, and showing a noble conviction on the part of teachers, that their duty has been so discharged as not to fear the public eye.

10. "Strong emulation, not only between neighboring schools and districts, but between neighboring counties, and

different and distaut sections of the State.

11. "Marked improvements in the methods of teaching, and more interest in the literature of the profession.

12. "A pervading consciousness of the necessity of more and better means for the education of teachers as such, and a determination to secure them at the earliest possible period."

I quote still further from Pennsylvania, for there the system has been most fairly tried.

In some of the details of the system jour circumstances re-

quire a deviation from theirs.

Much has been already done in this State, or is being done through other agencies, that was left to the County Superintendent of Pennsylvania to do. Yet the general results so clearly expressed in one of the following communications, may be anticipated with us.

In a letter received from the Hon. T. H. Burrowes, State Superintendent of Schools of the State of Pennsylvania, in reply to an inquiry regarding the school system of that State, he places among "the qualities of their system, that give it strength and ability to sustain itself against attacks from every quarter—its friends as well as enemies"—

"Our County Superintendency, in its general outlines and

effects, though yet the least perfect of our agencies."

The Governor elect of Pennsylvania, when Secretary of State, made the following report in relation to the system of County Superintendency. "It is the great medium of communication between this department and the schools; and while it has produced unity and harmony of action between them, it has secured to the system power and efficiency hitherto unattainable. It has excited enlightened and zealous friends of education, who have no official connection with the system to renewed interest in its success; and bright hopes for the future are now entertained by many, who had watched its uncertain existence and doubtful usefulness, with fears of its ultimate decay and abandonment."

"It has elevated the profession, and established some uniformity in the character and qualifications of teachers in theory and generally in practice; the incompetent and unworthy have been rejected, while the door has been opened wide for admission of the meritorious and qualified, and a stimulus has

been given to study and self-improvement."

An important consideration must not be here overlooked;

the comparative expense of the two systems.

Right views embrace results attained, and estimate the value of a system not by its cost in dollars and cents, but by the effects it produces. Any measure which elevates the teacher, benefits the school and thus secures a wiser expenditure of money. Each county, upon an average, expends \$12,000 annually for schools. Could the schools be improved ten per cent., the gain would considerably more than pay the salary of an efficient officer. In towns, where an efficient inspection of teachers, and supervision of schools has been carried out after the plan suggested above for County Superintendents, schools have been improved, to my personal knowledge, more than 50 per cent. But to meet the pecuniary objection in the spirit in which it is urged.

The average number of towns in each county of the State, is 14. The bill of a faithful Town Superintendent is not less than \$40, for each year. In some towns it has reached \$70. If all the work required be done, it cannot be less than \$50 on an average, or \$700 for the county. To this must be add-

ed the expense to the county of copying reports of Town Superintendents, now done by County Clerks, but which should be transferred to the County Superintendent's duties. We then have an average of more than \$700 per year. I have thus far made my estimates upon the supposition that the whole duty of the Town Superintendent is done. It would not be fair to assume any other basis. I have taken, also, the average of counties. But taking things as they are, and not as they should be:

Dane county has 35 towns. The services of each Superintendent in the county cannot cost less than \$25 per annum.

Total for Dane C	bunty,	•	•	\$875
Rock County, up	on the	same basis,		<b>50</b> 0
Grant County	66	66	•	725

These are among the largest counties, and the cost is the lowest supposable cost. Each of these counties probably pays more than a good County Superintendent would cost it. For the present, and until the population of a county becomes from 12,000 or 15,000, it might be well to unite two or more of the less thickly settled counties of the State under one County Superintendent. With such an arrangement the system of County Superintendency could be but little, if any more expensive than the present system, and in no case could the increase of expense be at all commensurate with the benefits gained.

I have said nothing about the salary appropriate for a County Superintendent. This should be left with the counties themselves, beyond a minimum of 500 or 600 dollars, to be fixed by the Legislature. The salary, of course, would wary very much with the amount of work to be done, and

the expense incident to traveling.

The work given to the Town Clerk, which now devolves upon the Town Superintendent, would be a trifling charge upon the towns, not exceeding \$5 in any one year.

#### DISTRICT OFFICERS.

The duty of District Officers is not merely, or mainly, to attend to the distribution of large amounts of money, but to the to the expenditure of moneys in a manner best suited to the wants of the district. They are exponents of the wishes of the people, whose representatives they are. They should

itation as to the time of making such contract at its annual inceting can regulate by vote t money to be expended, the length of school to the sex of the teacher to be employed. All these a direct bearing upon the contract. If the conprevious to the annual meeting, with the teache: school, (as by law it can be made,) the distr also by law to make that contract void, in wh by any one of the three acts named above. R ter should be wholly in the hands of the dis hands of the District Board. Cases very often a teacher who would suit the district, can be en Board have full control of the matter, under su as common sense and common justice would services would be lost to the district if no con made till after the annual meeting.

The Board are better prepared than the dist of their position, and the qualities that have en that position, to have control of the employme. In the large majority of cases no contract for the will be made till after the annual meeting. The ever, in which it would be for the best interestrict, that a contract be made previous to the an are numerous enough to warrant conferring make such contract upon the District Board. with and hire qualified teachers for and in the name of the district, which contract shall be in writing and shall have the consent of either the director or treasurer or both endorsed thereon," &c. The clerk is the contracting party, but cannot bind the district by any contract made without the consent of one or more of his associates. Under the impression that the majority of the Board, rather than the clerk, could make a contract, difficulties have arisen. It should be firmly settled that the director and treasurer cannot hire a teacher against the will of the clerk, and these troubles will cease. That the responsibility should rest with the clerk is evident from the fact, that some one person should be designated to attend to this duty, rather than two or three; and in the selection of clerk the district always looks for qualifications suited to the work required. Instances may arise in which the clerk sets himself resolutely against the will of the other officers. The remedy for this will be found either in submission to his superior judgment, or in a fine for willful neglect of duty. No district in the State need be without a school under the present law.

No one cause of complaint againt the action of district officers presents itself oftener than the employment of relatives as teachers. Very much of this complaint is doubtless unjust, while, on the other hand, the judgment of the officers must be biased to some extent, and in nearly all cases, motives will be attributed, that will prejudge the qualifications of the teacher, neither to his own good nor that of the school. All other things being equal, it is better for the officer to make choice of others than his immediate relatives as teachers. The old proverb may well be applied here in all its force—

prophet is not without honor," &c.

Two evils have long enough held sway in the employment of teachers. The first is that of grading teachers' wages by the ages of the pupils taught. Any person at all familiar with the human mind, and especially in its early years, understands that superior qualifications are required in the one who lays the foundation of an education, while, in nearly all cases to our primary teachers, the lowest wages are paid. This secures the lowest qualifications, when the highest are demanded, or makes a suitable person occupying that important position, restless and unsatisfied, until, in the eyes of the world, a higher position is attained. In my estimation, the highest position attainable by a teacher is that of the primary Economy, justice, and a proper regard to the moral, teacher. mental and physical well-being of our children, demand that this position should be esteemed the highest.

start in the wrong direction causes a waste of time and money, insures a distaste for the school room, cripples the child in his progress, and does an injury not repaired by after years. This subject demands more time than I can give to it in this

report.

The second evil to which I would advert is found in the practice of seeking poor teachers for backward schools. It finds expression in the following words. "A. or B. is good good enough for our school. It is a very backward school and does not need a very well qualified teacher." of this admission is found in the amount of wages paid, rather than in the good of the pupils. The reason urged for the employment of a poor teacher is the strongest reason that can be urged in favor of an opposite policy. If the school is backward, it is because the people are poor and are unable to secure a long term of schooling during the year, or because their previous teachers have failed in their duty. If the first be true, then should the time given to school be turned to the very best advantage. In point of economy & good teacher for less time will do better service than a poor teacher for a longer period; in fact, the longer the term under an unqualified teacher the worse for the District. people can not afford to waste their money, or lose the time of their children. Quality, rather than quantity, should be their motto. If the second supposition be true, then certainly it is high time that the apathy of the people be broken in upon, and their parsimoniousness no longer be allowed to run riot with the brains and hearts of their children. A shock that will be felt in their pocket-hearts is all that can arouse them to a sense of their right and duty to their children, their country and their God.

## 3.—School Trachers.

None can deny the importance of this agency in our educational work. The earnest Teacher, who, forgetful of self, is ever mindful of the vast responsibility resting upon him; who, quietly laboring in the work of self-culture and self-control, impresses upon the minds and hearts of his pupils the great lessons of self-culture and self-control; whose whole spirit works like good leaven upon the spirits of those under his charge; whose manners and habits of thought and action are worthy the imitation of all who see them; who, with kindness and sympathy, and patience, guides the feet of the little searcher after truth; who, in short, possesses the winds.

the Great Teacher—such a Teacher is not only an agency, but the agency making all other agencies valuable. Many, very many such Teachers we have throughout the length and breadth of our State. To them we must look for the prosperity of our cause. That their influence may still be felt, they must in some way be secured against competition with those who rest their ability to teach upon their certificate of qualifications rather than upon the qualifications themselves. Where public sentiment is properly educated upon this point, there is no danger of such competition being at all successful. As things now are, I can see little hope of accomplishing everywhere the end sought in any better way than by the establishment of a county Superintendency, upon which enough has been already said.

Many Teachers reach the summit of their ambition when they have obtained a legal certificate of qualification. This certificate is of the same form throughout the State and for all Teachers. The examinations upon which these certificates are granted vary from the mere farce to that of the most thorough character. The Teacher barely rubbing through with the most superficial examination comes out of it with a paper granted by authority of law entitling him to stand legally beside the man who has spent years in fitting himself to pass creditably a most thorough examination. It is true that the earnest, honest Teacher will not place himself beyond his real merit. But, by the course now pursued, he is brought into competition with the man who rests upon his certificate and makes no effort to advance.

The State should by some means encourage those who will strive to qualify themselves better and better for their work, at the same time that it discourages mere mercenaries who can present no better evidence of their qualifications than

their certificate.

A few Town Superintendents have undertaken, in advance of legislative action, to secure the advantages of what I would here urge, a system of Graded Certificates. The result of such action is manifest in the condition of the schools under their supervision.

Since the system I would urge can only be successful under a firmly established County Superintendency, and for this reason its adoption must be a little delayed, I must satisfy myrelf with a brief synopsis of the plan, which, I trust, may at some future day be carried into effect.

1. There should be three grades of certificates.

2. Applicants for each grade should pass a prescribed examination. This examination, of course, would be uniform

throughout the jurisdiction of a County Superintendent, and, as far as circumstances would permit, should be throughout the State.

3. For each grade a certain per centage of correct answers should be required, before a certificate could be given.

4. The certificate, when given, should show the per centage of correct answers in each branch upon which examination was had.

5. Those persons presenting themselves for their first examination, should receive a certificate for the town in which they desire to teach, limited as to time.

6. One year's successful experience in the school room, added to a successful examination, should secure the applicant a second, or County Certificate, also limited as to time.

7. Three years' success as a teacher, added to a successful issue of the examination for the highest grade, should entitle the holder to a certificate good for the county in which he was examined, without any limit as to time. Such certificate should be good for any county in the State, when countersigned by the Superintendent of that county.

8. The persons holding these certificates may at any time be called to a re-examination by the proper officer, and upon good and sufficient reason, the certificate may be annulled.

Such a plan, in its general principles, would, I have reason to believe, promote the good of our schools in the following

ways:

1. It would excite the teacher to study that he might be promoted, and as promotion would depend upon success in the school room, it would lead necessarily to more earnest endeavor to secure this success. It would give more stability and character to the work of the teacher, and thus secure more permanence in those who enter the work.

2. It would give employers better means of judging the qualifications of applicants for schools, and secure by this

means a wiser expenditure of money.

# 4.—TEACHERS' INSTITUTES.

4. The nature and work of these Institutes have been ad-

mirably sketched by Dr. Barnard:

"They afford to the young and inexperienced teachers, an opportunity to review the studies they are to teach, and to witness, and to some extent practise, the best methods of arranging and conducting the classes of a school, as well as obtaining the matured views of the best teachers and education on all the great topics of education, as brought out in

public lectures, discussions and conversation. The attainments of solitary reading will thus be quickened by the action of living mind. The acquisitions of one will be tested by the experience of others. New advances in any direction by one teacher, will become known, and made the common property of the profession. Old and defective methods will be held up, exposed, and corrected, while valuable hints will be followed out and proved. The tendency to a dogmatical tone and spirit, to one-sided and narrow views, to a monotony of character, which every good teacher fears, and to which most professional teachers are exposed, will be withstood and obviated. The sympathies of a common pursuit, the interchange of ideas, the discussion of topics which concern their common advancement, the necessity of extending their reading and inquiries, and of cultivating the power and habit of written and oral expression, all these things will attach teachers to each other, elevate their own character and attainments, and the social and pecuniary estimate of the profession."

So much for the theory. In regard to practical results, Dr. Barnard says, in the Connecticut School Report for

1853.

"The general opinion as to the utility of these Institutes, in their two-fold operation on the profession, and the community generally, has been confirmed by another year's experience. They have enabled even experienced teachers to refresh their memories as to the leading principles and facts of the several studies usually pursued in our district schools, by rapid reviews, and, it some instances, it may be safely said, by new and better methods of presenting the same to their pupils. They have brought the young and inexperienced teacher to profit in the work of self-improvement by hints, suggestions, and practical illustrations, from those who have acquired skill and reputation by years of laborious and successful experience. They have stimulated the older and the best teachers of the State, to renewed and more zealous efforts to perform their duties with even greater success. They have helped to awaken and diffuse a great degree of mental activity and professional feeling in the whole body of teachers. Beyond the circle of the profession, for whose special benefit they are held, these Institutes have interested a large number of citizens, parents, and young people, in the subject of education, the principles of school architecture, methods of teaching, the government of children in the family and school, and other leading features of school organization and administration."

Institutes have been held in more than half the counties of the State, under the direction of the agent of the Normal Board of Regents. There have been gathered together in these Institutes more than 2,000 teachers. The results, whereever they have been held, are apparent in an increased interest of the people, which lies at the basis of all progress in our educational work. No one can doubt their value as an educational agency. At the same time they are designed simply as awakeners to prepare the way for the establishment of more permanent normal instruction. From their very nature, they can but awaken teachers to an earnest desire for such improvement as may be furnished in Normal Schools.

The Board of Regents of Normal Schools has anticipated to some extent the wants of teachers by furnishing aid to such schools as will establish a normal department. In the present state of our school system, no better plan than the one now inaugurated could be devised. Previous to the last distribution of the Normal Fund, the policy pursued could not have benefited the schools of the State to any very great ex-

tent.

The plan last adopted was a wise one, and if it can be established, so that all schools applying for a share of the fund may rest upon it as a permanent provision, it will accomplish

much good.

As an interest bearing upon the cause of popular education, and of course, coming within the sphere of my labors, I have assumed to introduce it here. I can most cheerfully commend to the legislature the work of this Board with the confident expectation that a settled policy will be pursued, and thus all just causes of complaint on account of frequent

changes of regulations will be removed.

Two volumes of great value to teachers have been prepared and published during the year by Hon. Henry Barnard. These books are meeting with a ready sale as they certainly deserve. Dr. B. has given such an impetus to the cause of Common School Education, and through the volumes above alluded to, has furnished such efficient helps to the teacher, as will cause universal regret at the necessity, under which he is laid, of seeking restoration of overtasked and wasted energies by entire absence from the scenes of his labor. Much had been anticipated from the labors of a man so widely known and so deservedly respected as Dr. Barnard. Much has been already done. Sickness has checked, but, I trust, not entirely ended his work with us.

The agencies now at work will soon prepare us for

## NORMAL SCHOOLS,

Which must be established ere long. I am not prepared at present to recommend any action upon this subject. I would only express my conviction that more than one should be established, and aided rather than supported by the State.

Private enterprise should be combined with public liberali-

ty in this respect.

When our State University is made, as it should be, the head of our Public School system, it will serve also as a central Normal School furnishing facilities perhaps superior in some respects to any of the other Normal Schools, but not giving the peculiar facilities demanded by the several parts of the State, nor awakening the interest naturally clustering around local schools.

### 5.—STATE TEACHERS ASSOCIATION.

This association held its first session during the term of office of the late Hon. A. P. Ladd. The first two meetings were small, and such as required strong faith on the part of its members in order to call the third meeting. The third meeting was convened under circumstances peculiarly favorable. The sessions were held in the high school building of Racine. The well deserved reputation of the schools of Racine had a powerful influence in calling together a large number of teachers who were warmly welcomed to the homes of the people of that city. It is difficult to say to which of two external agencies the success of the association at this time was the more attributable—to the place of meeting with its admirable appliances all consecrated to the work of true education, or to the places of sojourn, where dwelt intelligent citizens, to whose happiness their excellent school system seemed essential. Since that time the meetings have been held at Beloit, Waukesha, Portage City, Madison, and Milwaukee. At all these points the hospitalities of the people have been unbounded; but most of all have the members of the association been cheered by the manifest interest of the people in their work.

Through this association very much has been accomplished for the cause of popular education. Its fruits are seen in many local associations, gathered in various parts of the State, composed of energetic teachers, whose efforts are directed, first, to self-culture, and secondly, to arousing the people upon the subject intimately connected with their dearest interests. Much that is apparent may be traced to the State Association as its source, but its silent, unseen influence over

the lives and conduct of many who have gone from its meetings with zeal quickened, faith strengthened, and hope brightened, to their quiet, unobtrusive work, is its richest fruit.

All friends of education in the State should feel a special pride in this association. Its work has been accomplished without the least charge to the State. All its expenses have been met by the cheerful contributions of its members. Similar associations in sister States, have been aided by the State. This aid our association has neither asked nor desired.

## 6.—Wisconsin Journal of Education.

In accordance with Section 102 of Chapter 23, Revised Statutes, amended by Chapter 203, of General Laws of 1859, I subscribed, July 1st, 1860, for 5,200 copies of the "Journal of Education." The expense of the Journal to each district is 65 cents per annum, postage prepaid. The Journal is made the organ of the Superintendent of Public Instruction, and is to him a very valuable means of corres-Through the pondence with the several school officers. Journal there has been saved to the School Fund, during the year 1860, a sum larger than its cost to the State. The expenses for printing for this department, may be very much diminished by means of this periodical. Besides the official character of the Journal, it contains very valuable reading matter of general benefit to our schools. I deemed it best to publish all the amendments to the School Law, passed at the last session of the Legislature, in the "Journal of Education," instead of in a separate circular, because, by so doing, they would reach all school officers more speedily and surely, and with no extra charge upon the Fund. A large part of the instructious from this Department, may be most readily and cheaply communicated through the Journal.

## 7.—School Houses.

The number of log school houses (nearly one-third of the whole) testifies to the fact that much is yet to be done in our State in the way of building school houses. The past year has shown an expenditure of nearly \$150,000 in that direction. The outlay of so large an amount annually, demands an interest, not deeply enough felt hitherto, on the part of the people, whose money is thus expended. Much money is wasted through ignorance or carelessness of men having charge of the erection of school houses. So many elements are necessary in a house exactly adapted to all the wants



## DESIGN M91.



Fig. L.

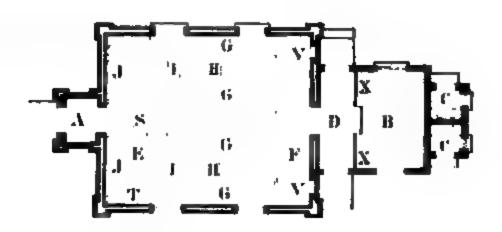


Fig. 2.

of a district, that a combination of them requires a knowledge possessed by few men except those who have made it a study. It is not unusual to find new houses, of considerable cost, erected without any regard to ventilation or proper lighting or warming, with blackboards built into the walls of the rooms designed for small scholars, at a hight out of their reach—with seats having no regard to the size of the pupils who are to occupy them—with stairways and halls, too narrow to admit of pupils meeting each other without collision—with stairs so abrupt in ascent, and with so narrow steps as to endanger those who are compelled to ascend and descend them—with no suitable arrangements for the disposition of hats, coats, bonnets, and shawls—with such uncouth desks and general furniture, as to invite injury rather than suitable care—with ceilings so low as to compel the teacher, if above the average hight, to sit much of his time to prevent suffocation, if not collision; with such general inconveniences in arrangement for ingress and egress of pupils, as to compel an immediate expenditure of money, to remedy defects not noticed before the completion of the building.

Such defects in structure of school houses, must exist until some means be devised for educating the people upon this point. Should a Library Law pass the Legislature, each library should be furnished with a good work on School House Architecture. Dr. Barnard's work on this subject is an excellent work, but is not so well adapted to our wants, as a new State, as "Johonnot's Country School Houses." Both books are desirable, but the latter should be found within reach of every man who has any thing to do with the erection of school houses. The cuts accompanying this Report, are taken from Johonnot's work, by permission of the publishers, Messrs. Ivison, Phinney, & Co. The figure upon the page opposite, is for a Small Country School House. "It is designed to accommodate twenty-four pupils. By adding three feet to the length of the building, space will be afforded for another row of desks, and the room will accommodate thirty pupils.

Fig. 2.—Building, 20x24, 13 feet posts.

A. Porch, 4x6.

B. Wood-House, 12x12.

C C. Privies, each 4x4.

D. Passage, 4x12.

E. Space in front of desks, 7 ft. wide. F. Space in rear of desks, 8 ft. wide.

GG. Aisles, 2 ft. wide.

- Desks 34 ft. long, and, with chair, occupy 3 ft. in HH. width.
  - I I. Recitation Seat.

  - J J. Blackboard.K. Case for Books and Apparatus.
    - S. Stove.
    - T. Table.
- Ventilating Flues.  $\nabla \nabla$ .
- XX.Railing separating Wood-House from Passage.

The following bill of materials for the design above given I also extract from the work referred to. I have left the cost of material blank, as I am not familiar with its cost in different parts of the State. The blanks can be easily filled by

#### any individual for his own locality: MASONRY: 28 perch of stone wall in underpining—stone, per perch; laying, per perch..... 500 bricks in chimney—bricks, per M.; laying, 160 yards of plastering, at per yard..... CARPENTER AND JOINER WORK: 80 R 10x2 67 **6**x6 156 6**x**4 80 6**x**4 96 8**z**2 592 360 6x218 ceiling joists......20 420 5x8 4x2 1,218 140 girders, studs and braces......13 Total. at Framing and raising the same..... Roof—880 ft. roof boards, at per M..... 6,000 shingles, at per M..... Labor, boarding and shingling, per square..... 500 ft. plank, 1 inches thick, for eave cornice, at per M. Nails and labor in making same, at per M..... Walls—1,600 ft. siding, planed and matched, at per M.... Nails and putting on the same ...... 1,300 linear ft. battens dressed and laid. Floor-600 ft. flooring, 11/4 inches thick, planed and matched, Nails and labor in laying the same, at per square..... Windows and Doors-4 windows, frames, sask, glass and casings, each 18 lights, 8x10 glass, at per window....

2 doors, 8x3 ft, trimmings and casings, at per door....

### PORCH.

MASONRY:				
4 perch of stone wall, at per 20 yards plastering, at per 2	er perch. yard	•••••		•••••
CARPENTER AND JOINER WORK:				
Frame—2 sills	4 ft. lo		2 in. }	18 ft.
1 sill		_	ag (	
2 posts	.10 °		r4 -0	40 82
20 studs, rafters, &c	.13 "			173
Total. at per M	••••••		• • • • • •	268 ft.
Framing, the same, at per M	••••		•••••	•••••
Roof and Walls—100 ft, roof boards 750 shingles laid, and nails				
Cornice, labor and materials		• • • • •		
200 ft. siding, 1½ inches thick			• • • • • • •	•••••
120 ft. battens, linear measure. Work, and nails for same				
Window and Door-1 window, 12 li				
1 door, 8x3 ft., complete				
Woot	-Hous	TC.		
Masonry:	<b>-100</b> 0	13°		
3 Perch stone wall, in piers, at	per p	erch		•••••
CARPENTER AND JOINER WORK:				
Frame—3 sills	12 ft.	long,	6x6 in.	108 ft.
2 plates		46		<b>72</b>
2 posts	10	66 66		<b>40</b>
8 girders and braces	10	4	4x2 4x2	69 <b>200</b>
30 studs		4	5x3	
4 joists		<b>«</b>		96
•			•	
				719 TE
Total, at per M	_			
Labor in framing and raising	_			
Labor in framing and raising	he same	••••	•••••••	
Labor in framing and raising	he same	••••	••••••••	
Labor in framing and raising (  Roof—216 ft. roof boards, at per M	the same	•••••	•••••	
Labor in framing and raising	the same er M per squa	· · · · · · · · · · · · · · · · · · ·		
Labor in framing and raising (  Roof—216 ft. roof boards, at per 1,500 shingles, at per M  Boarding and shingling, at Cornice, labor and materials	he same er M per squa	re		
Roof—216 ft. roof boards, at post-1,500 shingles, at per M Boarding and shingling, at Cornice, labor and materials  Wells and Floor—400 ft. siding, 11/2	the same or M per squa	thick,	si pe	r M
Roof—216 ft. roof boards, at post-1,500 shingles, at per M Boarding and shingling, at Cornice, labor and materials  Wells and Floor—400 ft. siding, 11/2	the same or M per squa	thick,	si pe	r M
Roof—216 ft. roof boards, at p. 1,500 shingles, at per M Boarding and shingling, at Cornice, labor and materials  Wells and Floor—400 ft. siding, 1½ Nails, and putting on same, at 200 ft. battens, linear measure,	er M per squa inches per l	thick,	si pe	r M
Roof—216 ft. roof boards, at post-1,500 shingles, at per M Boarding and shingling, at Cornice, labor and materials  Wells and Floor—400 ft. siding, 11/2	er M per squa inches per l	thick,	at pe	r M.,
Roof—216 ft. roof boards, at p. 1,500 shingles, at per M Boarding and shingling, at Cornice, labor and materials  Wells and Floor—400 ft. siding, 1½ Nails, and putting on same, at 200 ft. battens, linear measure, 100 ft. plank, 2 inches this at per square	er M per squa inches per l laid ck, for	thick,	al pe	r M.,
Roof—216 ft. roof boards, at p. 1,500 shingles, at per M Boarding and shingling, at Cornice, labor and materials  Wells and Floor—400 ft. siding, 1½. Nails, and putting on same, at 200 ft. battens, linear measure, 100 ft. plank, 2 inches this at per square	er M per squa inches per l laid ck, for	thick,	at pe	r M.,

#### PRIVY.

76. mana	
MASONBY:	
18 yards excavation, at per yard	
18 yards excavation, at per yard	
23 yards lath and plastering, at per yard	• • • • • •
CARPENTER AND JOINER WORK:	
Frame, Roof and Walls—14 sills, joists and studs, 8 f	
	28 "
Total, at per M	52 feet.
Framing, &c	
Framing, &c. 130 ft. roof boards, laid, at per square	
1,000 shingles, laid, at per square	
Cornice, labor and materials	
350 ft. siding, at per M.	
Laying the same, at per square	
Laying the same, at per square	
Windows, Doors, &c.—2 windows, 4 lights each, at each	
2 doors, 7x2 ft. 4 in., at each	•••••
Floor and Inside Finish	• • • • • • • • • • • • • • • • • • • •
Total	_

Neat and suitable desks can be furnished for such a school house at a cost of from \$2 to \$2 50 per scholar.

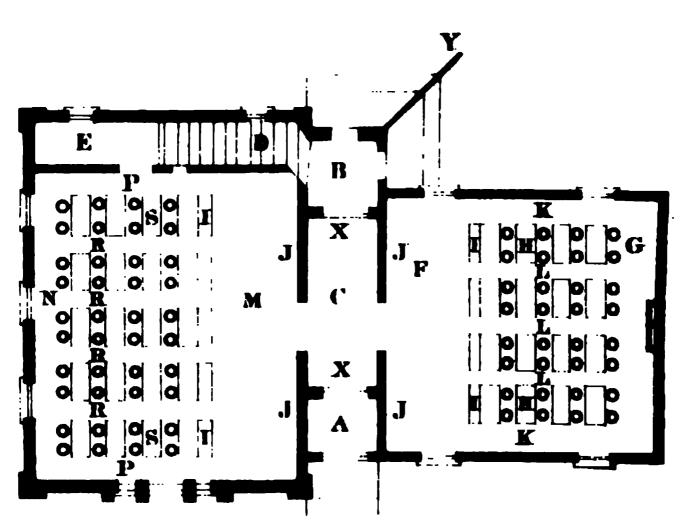
To these must be added the expense of 3 good coats of paint, outside and inside, and the chairs and desk necessary for the Teacher, door steps, scrapers and mats.

But one thing in the plan presented needs any special explanation. The ventilating flues must be constructed in the walls, having an opening near the ceiling, and must be carried up and brought together into the ventilator as seen upon the right hand of Fig. 1. The ventilator top should be made as large as the sum of the flues leading into it. The ventilator top is covered with a piece of sheet iron, held a few inches above its mouth by means of braces riveted through the cap and fastened to the flue below. This cover is necessary, to prevent an inverted current passing into the room instead of outward.

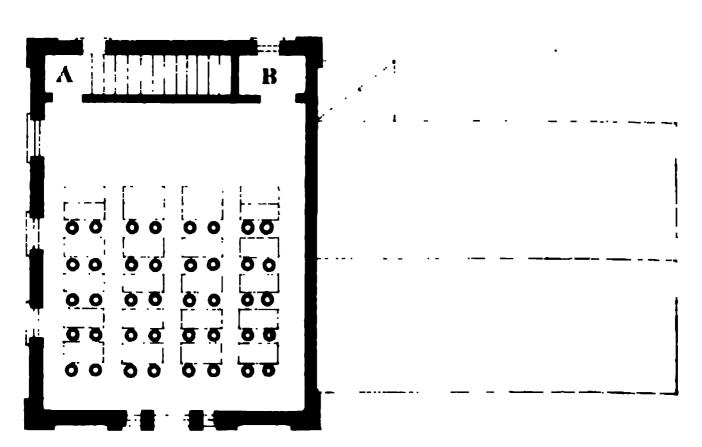
In the work quoted, full details of building are given, with plans and specifications. A form of specifications alone will save to the District many times the cost of the work. The plan here given is for the smallest sized house. Others are given for all sizes needed.

The frontispiece of this Report is an excellent model for a village School House, where several departments are required.





First Floor.



Second Floor. Fig. 50.

The ground plan is given upon the opposite page. Its explanation is as follows:

> Main building, 32x24. Wing, 30x23.

### FIRST FLOOR,

Front entrance, 6x5.

Back entrance, 6x6. **B.** 

C. Hall, 14x6.

D. Staircase, 3½ feet wide.

E. Closet.

F. Front space in Primary Room, 8 feet wide.

Rear space in Primary Room, 2½ feet wide.

G. Rear space in Primary Koon H H. Primary Desks. 3 feet long.

II. Recitation Seats.

JJ. Blackboards.

KK. Side Aisles, 21 feet wide.

L L. Aisles, 11 feet wide.

M. Front space in Middle Room, 81 feet wide.

N. Space in rear of Desks, 2 feet wide.

PP. Side Aisles, 2 feet wide.

R R. Aisles, 1½ feet wide.

S.S. Desks 31 feet long.

X X. Inside Doors for winter.

Y. Fence dividing the two yards.

#### SECOND FLOOR.

Staircase Landing.

B. Closet.

Seats and spaces nearly the same as below.

The rooms all open into a single hall in the wing, which has both a front and back entrance. Estimated cost, \$2,000. It is large enough to accommodate 150 pupils.

In our race after the useful, we are apt to underrate the beautiful. In this country far too little attention is paid to the cultivation of the taste. There is no human heart destitute of a love of the beautiful. By satisfying this passion, we may elevate our race physically, socially, intellectually and morally. Money expended upon a proper adornment of our school buildings and school grounds, is not lost. proper adornment, for, let the idea of extravagance ever gain sway and another passion is excited, that will, in some measare at least, overbalance all the good effects of adornment. But it is wrong to suppose that a very great outlay of money is called for beyond what is absolutely necessary for the convenience of the school. Mere ornament, having no other use than to ornament, fails sadly in its attempts to accomplish anything good. It has no real beauty in it. Skill in adornment does not consist so much in covering up defects of form or dress with outside tinselry, as in fitting the dress to the form, suiting color to the complexion, and material to the circumstances and occupation of the wearer. We find people clad in homespun as neatly dressed as those robed in satin, and far more beautiful than those who trust to gaudy trinkets to cover untidiness of person or dress.

I do not appeal for mere stone or brick in the structure, but for a little more care in their placing and arrangement; not for an extra board, but for a few more shoves of the plane, a little careful rounding of sharp edges and corners, that they may better receive the needed paint, and thus furnish no occasion for the finishing touches of the schoolboy's knife. The difference observable in any two similar structures, is not so much a difference in material or expense, as in the manner of putting the materials together. The difference in expense is often in favor of the more beau-Skill in the mechanic employed should be the main object sought by any who are building. Few men have the genius to give beauty of form to every work of their hands. The large majority can imitate a model. Such a model may be put within the reach of every mechanic, could the works I have above alluded to be placed in every town of the State. Every school house in the State is a book studied every day by scores of children. From it should be derived lessons of neatness, economy, comfort and convenience. It should encourage industry and frugality, and warn against all prodigality or slovenliness.

In efforts to make the school house attractive, we should not forget the very important appendages alike demanded by our

physical and our moral natures.

For suitable out-houses a large lot is demanded that the buildings may be removed from the street and from the school house. In this respect there is lamentable neglect throughout our State. Many districts have furnished no privy at all for the accommodation of their pupils.

Upon this point the plain language of Hon. John C. Spencer, while Superintendent of Common Schools of the State of New York, is not a whit too strong. He says:

<sup>&</sup>quot;A man who should build a good dwelling house, but pro-

vide no place for retirement, when performing the most private offices of nature, would be thought to give the clearest evidence of a course and brutal mind: Yet respectable parents allow their children to go to a school where this is the case, and where the evil is greatly aggravated by the fact that numbers of both sexes are collected, and that too at an age of extreme levity, and when the youthful mind is prone to the indulgence of a prurient imagination. Says one of the school visitors, 'in some cases in this town the scholars, male and female, are turned promiscuously and simultaneously into the public highway, without the shelter of so much as a stump as a covert to the calls of nature. The baneful effects of this barbarous custom on the young and pliant sensibilities are truly lamentable.'"

The Superintendent of Schools of Connecticut for 1850, (Dr. Barnard,) uses the following language:

"An appalling chapter might be written on the evils, the almost inevitable results of neglecting to provide these indispensable appendages to school houses in our State. Who can duly estimate the final consequences of the first shock given to female delicacy, from the exposures to which the girls in the public schools are necessarily subjected, and what must be the legitimate result of these exposures during the school-going years of youth? What quenchless fires of passion have been kindled within the bosoms of the young of both sexes by these exposures; fires that have raged to the consuming of personal happiness, to the prevention of scholastic improvement, and to the destruction of personal character?"

Johonnot, after quoting the above passages, remarks:

"The evils here so vividly and truthfully pointed out, are not confined to the districts where no privies are built, but they apply in an almost equal degree to country districts, where one small mere apology for a privy is furnished. In a majority of cases a slight building, made of rough boards, is erected, of such a character that it answers no purpose of retirement, and is only useful as a very poor and inadequate screen. It is usually situated directly upon the highway, in close proximity to the school house, and is hence completely exposed to view. Only one building is furnished for the accommodation of the two sexes, so that there can be no surety that the delicacy of young girls will not be outraged by the contact of grossness and brutality."

The work then proceeds with some excellent practical directions upon this subject, that should be extensively circulated.

### 8.—Township Libraries.

The legislature of 1859 passed an act entitled, "An act to provide a permanent Township School Library Fund," leaving to some future legislature the duty of providing for the distribution of this fund, and the establishment of Township Libraries. In accordance with the provisions of this act a special tax of one tenth of a mill upon the dollar was levied and collected in addition to and with the State tax of 1859. To this amount was added ten per cent. of the school fund subject to apportionment for 1860. Upon the tenth day of March, 1860, there was in the State treasury belonging to this township library fund, the sum of \$32,408 39.

During the session of 1860 a bill was introduced into the Senate providing for the distribution of this fund. Its main features were as follows:

- 1. It provided for a commission of two persons to be chosen by both branches of the legislature in joint convention, who should act with the Superintendent of Public Instruction in the selection of books suitable for Township Libraries, in contracting for their purchase and delivery, and in prescribing rules and regulations to be followed by the township officers having the libraries in charge.
- 2. It made the Town Superintendent, the Town Clerk, and the Chairman of the Board of Supervisors in each town, and the Board of Education in each city, librarians, conferring upon them power, if they saw fit, to divide the library under their charge into several parts, for circulation in different parts of the town or city, themselves being held responsible to the State for its safe keeping.
- 3. The librarians were to receive from the Library Commissioners, catalogues of books selected by them as suitable for Township Libraries, with contract price affixed to each volume. From this catalogue the librarians could select such books as they might prefer, equaling in valuation their proportion of the Library Fund, which should be certified to them by the Commissioners at the time of sending the catalogue.
- 4. Provision was made for distributing the Library Fund, one-half according to assessed valuation of property in the

town, and one-half according to the number of children between the ages of 4 and 20 years.

The Bill failed to pass the Senate.

The principal objections to the Bill came from some who preferred the Old District Library System, others who objected to the tax required, others who feared corruption on the part of the Commissioners in the purchase of the books, and still a few others who were opposed to using any part of the School Fund for libraries.

In reply to these objections, in the order of their prominence, I would urge upon the attention of the Legislature, the following considerations. The School Fund is not large enough to meet all the expenses of our Free Schools. It is the duty of the State, as guardian of this Fund, to apply it where it can be made most effective in accomplishing the end sought. The framers of the Constitution of the State of Wisconsin, therefore, acted wisely when they inserted, in the article upon education, the following provision. After determing what shall constitute the School Fund, they say: "The interest of which, and all other revenues derived from the School Lands, shall be exclusively applied to the following objects, to wit:

1. "To the support and maintenance of Common Schools in each school district, and the purchase of suitable Libraries and apparatus therefor!"

The first State Legislature assembled, acknowledged the importance of the library as an educational agency, and set apart ten per cent. of the School Fund for District Libraries, but in doing so overlooked one important means of securing the interest of the people in the libraries given them. natural to feel the most interest in that which costs us something. With the gift should have been coupled a provision requiring some effort on the part of the people by way of tax. "The gods help those who help themselves," although a heathen maxim, embodies a truth felt and appreciated by all. The sacrifice made to secure a part of the library, would ensure better care of, and a deeper interest in, the whole. That kind of giving which fails to awaken energy in the recipient, is more than wasted. Passive recipients of school libraries will be little profited by them. This has been demonstrated to a certainty, by the practice of this State for the last ten years. Out of nearly three hundred school houses visited during the last year, I have found no libraries worthy the name, except in districts where they have, by a voluntary tax, added to the amount received from the State. This fact alone,

should be a sufficient reason for urging the tax for libraries. In the cases cited, the tax was a voluntary one. Why not have it thus? The answer is brief. Not 10 per cent of the districts visited have any library at all. If the library is of any value, it is of the greatest value to those who need it most. Those who do not prize it sufficiently to tax themselves for it, certainly need it most. The design of Legislation is for the good of the whole people, and requires right action on the part of those who, through ignorance and carelessness, fail to

do right, or who through ill-will do wrong.

The voluntary tax system should not be superseded by a compulsory tax—nor should the tax required by law, be larger than is absolutely necessary to secure the end desired. The tax required by the Township Library Law, is small, and yet large enough for all practical purposes. As yet, no objection to the tax has come from any considerable number of the people. On the other hand, many communications have been received favoring the law, and demanding some action on the part of the Legislature that its provisions may be carried into effect. In my intercourse with the people of the State, I have found very few who have opposed the provisions of the law, as proposed by the bill last winter of the Senate, the main features of which are given above. That one tax has been levied and collected, and another is soon to be collected, with scarcely a remonstrance from those who pay the tax, should be answer enough to those who object to the law on account of the tax levied.

A brief calculation will show how trifling the tax required is. A tenth of a mill upon the dollar's valuation, or \$1,00 upon \$10,000. The average expense to each inhabitant, will be a trifle more than 2 cents. For each school child there must be an outlay of less than six cents. And yet this trifle will furnish to each inhabitant free access to a library of from 10 to 1,000 volumes, increased annually by an equal number.

There are many who claim that all money raised for educational purposes should be expended on teachers' wages. Such persons take too narrow a view of educational agencies. The best minds that have written upon this subject, urge the establishment of libraries as a very important educational agency. Hon. Horace Mann, deserves a careful hearing. He says: "No one thing will contribute more to intelligent reading in our schools than a well-selected library. Let a child read and understand such stories as the friendship of Damon and Pythias, the integrity of Aristides, the fidelity of Regulus, the purity of Washington, the invincible persever-

ance of Franklin, and he will think differently, and act differently all the days of his life. Let boys or girls of sixteen years of age, read an intelligent and popular treatise on Astronomy and Geology, and from that day new heavens will bend over their heads, and a new earth will spread out beneath their feet. A mind accustomed to go rejoicing over the splendid regions of the material universe, or to luxuriate in the richer worlds of thought, can never afterwards read like a wooden machine—a thing of cranks and pipes—to say nothing of the pleasures and utility it will realize."

The Hon. John M. Gregory, Superintendent of Public Instruction of Michigan, expresses briefly the very thought I would here convey:

"None of the money spent for education is more profitably expended than that which is paid for good books. They are the cheapest of all teachers. Waiting for no inspector's license, asking no monthly wages, keeping no set school hours, they make every fireside a school room, and bring the gifted and wise—the poets, the orators, statesmen and scholars, of all climes and ages—to repeat their lessons of wisdom to the listeners in each family circle."

Books are direct educational agencies. They are teachers, often more potent than the living teacher. They are ever present, not confined to three or six months' work in each year, but constant companions of the child, silently but surely molding the thoughts and fashioning the lives of their pupils. No agency aside from that of the living teacher, has done more than the School Library towards making good citizens. A taste for reading acquired in youth, has done much toward furnishing the world with its best men.

To teach the children of our State how to read is evidently our first duty, but of little worth, unless facilities for the exercise of this knowledge be also furnished. The child taught how to read, knows little how to choose suitable books for himself. The books most easily obtained are generally those of least worth. From their perusal the child acquires a taste which will clamor for what is low and debasing, rather than that which is pure and elevating. The State, by furnishing instruction in the art of reading, creates an appetite. Leaving the child to satisfy this appetite with the food most easily procured, the State does herself a wrong, and, so far as her own good is concerned, in many cases thwarts her own designs in teaching the child to read. But half her duty is done, unless to the appetite she herself creates, she furnishes wholsome food.

The State demands that teachers shall be qualified in regard to moral character, learning and ability to teach." None of her money can be used in payment of any teachers not thus qualified. It is her duty to see to it that all teachers are thus qualified, and here may be introduced an answer to those who prefer the District to the Township Library system. Under the old district library law the State had no voice in the selection The teachers thus sent into the families of the State were subjected to no examination as to qualifications for their work. The libraries thus purchased, with a very few honorable exceptions, were not such as the State should select for her own good. Tales of Love and Murder, Pirates' Own Book, Life of P. T. Barnum, and many such works easily purchased of some transient peddler, are not the books to make good citizens, and the State should, for her own safety, displace them with other and better books. But why may not the State provide District Libraries, as well as Township Libraries! She may; but extra expense would necessarily attend the distribution, which would lessen the small amount furnished each district. Under the township system the same end may be secured; each district may have as easy access to the Township Library as to its own, under the District system, and at the same time, secure the advantages of a much larger library. Each district in the township would have access to the whole library, and thus very much enlarge its facilities for reading. Purchased by the State and in large quantities, the books can be procured at much less cost, and consequently a larger number procured. They may be in better binding also, and thus secure permanence, in the end saving expense. The Commissioners selected by the State will be better judges of what is suitable for a library than district officers, as they would doubtless be selected with special reference to their fitness for their work. The right of choice is not denied to the township officers, but their choice is restricted to a list large enough to cover all the wants of the township, and yet embracing none but suitable books.

The best pupils in our schools, and those that give the schools their character, are those who are stimulated by school studies to a wider range of thought, and satisfy their desires

by diligent reading of useful books.

The value of the teacher's services may be very much enhanced by a good library, to which he may have access, and the fitness of the teacher for his work ascertained by the use he makes of the library. The patrons of any school do much toward determining the character of that school. A community intelligent upon school matters and school interests, will

have a good school. A School Library will do much toward disseminating this intelligence. Thus, through pupil, teacher and patron, the library may be made to benefit the school.

While I should prefer the Township Library to the District Library, I should much prefer the District Library, subject to the same general restrictions, as those mentioned above,

proposed for the Township Libraries, to none at all.

I trust, therefore, that some law may be passed that shall secure to the State, good libraries, selected and purchased by the State, through Commissioners. The argument against Commissioners, on account of danger of their corruption in expenditure of funds, needs no serious answer. There are men who would do this work honestly. If the legislature choose others, it would be a reflection upon their own honesty, which they will be scarcely willing to admit.

For those who doubt the success of the township system, the

following extract is appended:

In Indiana the system of Township Libraries has been established for a few years. In the Fourth Annual Report of the Superintendent of Public Instruction, of that State, are found the following words:

"The operation of the Library feature of this system, as far as heard from, has been exceedingly happy, disappointing the predictions of its enemies, and the fears of its timid friends, and even transcending the most sanguine expectations of its more ardent advocates. The interest awakened by its use, and the estimation in which it is held by adults as well as youth, confirm the wisdom that gave it a township character rather than a district mission."

A few extracts from letters of correspondents in our own State, will suffice upon this subject. Some have been volunteered, and others have been written in direct reply to communications addressed them upon the subject:

From S. H. Peabody, Fond du Lac.

"I am decidedly in favor of the 'Township Library System," so far as I understand its provisions, particularly as distinguished from a District System. I have always deemed the foundation and collection of libraries as a work of greater importance, and demanding greater care than is usually granted.

"The object for which libraries should be gathered, by the expenditure of public money, and particularly of the School Fund, should be public instruction, and not popular amusement; and the books should be selected mainly for that end.

They should be such as will stimulate and create a thirst for information of a useful and practical kind, and such as may meet the want created. And I think they should include some of those reliable works of reference which every intelligent man has occasion to consult, but which few are able to purchase for themselves. A public library should never interfere with the disposition which every man feels to collect for himself, according to his means, books which may minister to his enjoyment, and afford amusement or consolation, but should rather foster and encourage such a desire.

"It seems evident to me that these results may be best attained by collecting the books purchased by the State, at as few points as possible, provided they be within reach of those who desire to use them, and thus a greater variety, and so greater value may be secured, by putting one library into a township, rather than from five to a dozen, as the case may be. And these books, I think much more likely to become nuclei, about which others procured by private liberality may be gathered, when brought together than when scattered."

# From E. B. Gray, Sheboygan:

"I think the Township Library system much to be preferred to the present. The argument in favor of this view I need not enter upon, as, I presume, I have no new reasons to offer, but I regard the one point, that under the Township Library system, properly arranged as to details, each district would have the benefit of all the different books belonging to the township, enough to justify its adoption."

# From Levi Cass, Janesville:

"We have tried the District Library system for more than ten years, and have accomplished comparatively nothing, which to me is conclusive evidence that a change is needed. In my opinion Township Libraries are what we want. By this system a large and well selected library may be established in every town, making valuable auxiliaries to the educational facilities of the State.

"The books, being purchased by the State in large quantities, will be selected with greater care, and obtained at lower rates than they can be by District Boards.

"It will also prevent a duplication of books, and thereby so cure a much greater variety than would be obtained by the District System."

Hon. J. Ford, Superintendent of Public Schools, Milwar-kee, writes:

"I should prefer Township Libraries to District. 1. The collection of books would be larger and better, and the in-

ducement to read proportionally greater.

2. The books in a Township Library would be of a higher grade than the juvenile books of a mere District Library. I do not regard an entire exclusion of the juvenile to be desirable in a Town Library; but let reading matter for adults predominate.

"3. A large central library would be, as I have often seen them, the pride of the town—but a small portable library, migrating annually with the office of District Clerk—soon

takes its place with old boots and clothes.

"Some rules should be prescribed for the annual review of the books."

These extracts might be multiplied to any extent, but the main arguments presented, are embodied in those already

given.

A few prefer the District system because they think it will secure more reading of the books. If this end be attained, it will be because of nearness of the books to those desiring them, or because of their greater attractiveness. The latter will be secured better by a Township Library than by a District Library (except in the very large city districts), while the former may be accomplished by such a division of the Township Library as was proposed in the Bill of last winter, and which I deem a very desirable feature in any law that may be enacted.

## IV.—GENERAL SUGGESTIONS.

Too much reliance has been placed upon the fund distributed annually by the State for the support of schools. In many districts has the character of the school varied with the number of cents distributed per scholar. At the annual meetings of such districts, the first question is: How much shall we receive during the year from the State? And second, How long a school shall we have? The answer to the second question is invariably gauged by the response to the first. A school absolutely free awakens no interest on the part of the recipient of its benefits. Real interest must be aroused by some personal effort, some personal sacrifice. Schools should not be free in the sense that they come to us as gifts, entire gifts. The framers of our Constitution appreciated this. When drafting the article upon Education, they required the people to

raise by an annual tax, a sum at least one half the amount given them, as the condition upon which they should share in the succeeding distribution of public funds. The object of this requirement was doubtless to secure the co operation of parents in the work the State had undertaken to do, viz: The education of their children, as well as to insure a longer term of school than the public funds would warrant. co-operation is still the great want of our schools. public funds are wasted. It must lie at the basis of all true prosperity. Every incentive that can be brought to bear upon the parent, as both parent and citizen, should, at all times, and in all suitable ways, be urged. Parental love, the present and future happiness of both parent and child, comfort and pecuniary interest, should incite the parent; while the citizen must be aroused through sympathy, benevolence and patriotism. The press, the pulpit, the public lecture, should enforce the claims of the Public School upon the people, and the teacher, as a quiet missionary, must bring them to bear upon the individual mind and heart of the parent at the fireside, and on the street, as well as through the child, who is imbued at school with the proper spirit. I would like to dwell upon each of these claims separately, and at length, but time and space alike forbid.

The State has made ample provision for free education, not by an absolute gift of means sufficient to that end, but by timely assistance, thereby inciting to public enterprise, and

by friendly legislation,

"So that none
However destitute, be left to droop,
By timely culture unrestrained, or run
Into a wild disorder; or be forced
Through weary life, without the aid
Of intellectual implements and tools;
A savage horde among the civilized,
A servile band among the lordly free!"

It remains with the people of the several districts to determine how far the design of the State, in the matter of public education, shall be carried forward to a successful issue. Indifference is even more fatal than actual opposition. It freeses by its icy coldness, all within its reach, some of whom might have been warmed into activity by a violent opposition. Animated contests over school taxes, though resulting in defeat at first, are better than a cold and careless levy of a tax to be as carelessly expended. Such contests will lead to sober thought, calm deliberation, and eventuate in the surer advancement of the cause.

Public sentiment, ever swinging from one extreme to the other, but in its very vibration securing a steady onward motion, seems moving backward in some localities, crippling our

schools by withholding needed funds.

Where a year since, everything seemed to be moving prosperously and the whole system progressing harmoniously, suddenly the hand of retrenchment has fallen upon the schools. High Schools have been closed, teachers' wages have been diminished. To an observer, judging only from what is outward, the system of graded schools, as established in our cities, may seem to be losing popular favor, and failing to sustain itself in its claims for support on the ground of superior-This reaction, which is so common in all popular movements, is easily accounted for. It is the result of extravagance in expenditures upon school buildings and their adornments, or of unwarranted expectations of benefits to be derived from the schools. The claims of the Public School have been warmly, and it may be extravagantly, urged. Zeal has excited hope. Patient waiting for the realization of that hope has been out of the question. Looking for results far beyond the power of the human mind, as it were, expecting the school to furnish the child with a fully developed capacity, in addition to the means of development promised; demanding in all respects more than could be reasonably hoped for—to all these false and exaggerated views must come disappointment, and with that disappointment, temporary reaction. opposed on the grounds above given, need only a little calm, cool reflection, to bring them back with warmer attachment and firmer friendship.

Emboldened by this re-action in public sentiment, those who have ever opposed any education in our public schools, beyond the elementary branches of reading, writing, and arithmetic, now step forward, and urge their views with much plausibility, and some success. In this age there are none, I can readily believe, who would confine an education to the branches above named. All agree in the duty of the State to a certain point. From this point some would look still to facilities afforded by the public school for a fuller and better education, while others would trust all farther instruction to the hands of those teachers supported by private enterprise, -and would confine all means of farther culture and improvement to those who are able to secure them for them-In other words, the proposition is—"As a citizen, I am willing to be taxed to an extent sufficient to secure to all the means of enjoyment derived from books and correspondence, and protection from cheating and fraud in

their pecuniary dealings with each other. Beyond this all should be left to private enterprise, and each person permitted to get such an education as his circumstances may

demand, and his means may allow.

It is clear to my mind that the duty of the State is measured by the end she desires to accommplish, limited only by her ability. The public funds of this State are not suffcient to give even the elementary education asked for. only assistance that can be given beyond this, is in the way of friendly legislation. The ability of the State in this direction is unlimited, so far as she acts within the constitutional bounds she herself fixes. The whole question as to duty of the State, thus rests in the end she seeks to accom-Her first aim naturally is, self-preservation. end can best be attained through the intelligence, virtue and refinement of her citizens. I use these terms in their broadest sense, and claim that they will always accompany that culture received through proper study of the natural sciences, classics, and Belles Lettres, and in a large majority of cases are proportioned to that culture.

Another end the State should have in view (not confined to her own interests, though bearing directly upon them), is the firm establishment of the principle of self-government. This principle to be successful must be general. We cannot here train a privileged class to rule, while the masses are simply trained to obey. Each man must be prepared to govern, not only himself, but others. The facilities for such self-government are found in a sound judgment, correct reason, cultivated sensibilities, firm well-directed will; all adorned with polished manners, and pervaded and controlled by firm moral principle. Such facilities are not to be attained through the mere study of reading, writing, and arithmetic. Something more is demanded. Can what is demanded be most universally and cheaply met by means of Public or Private Schools? This question settled, the duty of the State, and,

of course, of the citizens of the State, is plain.

The whole expenditure for schools during the year past, is less than \$3 per scholar in attendance upon school. Extending the average length of school to the usual time devoted to private schools, and we have an annual expense of less than \$5 per scholar. The lowest expenditure for private schools that furnish the same advantages as the public schools afford, is \$12 per annum for tuition alone. It is generally conceded that nine tenths of the American people receive their entire education in the public schools, and that in the absence of any free school system, a very large majority must of neces-

sity go without any school instruction and school discipline. With these statements I will rest the relative merits of private and public schools as to cheapness and universality of needed instruction.

It may be argued—Admitting the above to be true, it is not just that my property be used to educate other men's children. One object of civil society is the protection of life and property of its members. No one objects to paying his taxes for the erection of court houses and jails, or for expenditures necessary in the prosecution of criminals. Prevention is less expensive, as well as better, than cure. Diffusion of general intelligence diminishes crime, and of course increases security. No better authority than Daniel Webster need be cited upon this point. "For the purpose of public instruction, we hold every man subject to taxation, in proportion to his property, and we look not at the question whether he himself have or have not children to be benefited by the education for which he pays. We regard it as a wise and liberal system of policy, by which property and life, and the peace of society, are secured. We seek to prevent, in some measure, the extension of the penal code, by enlarging the capacity, and increasing the sphere of intellectual enjoy-We hope for a security beyond the law and above the law, in the prevalence of an enlightened and well principled moral sentiment." In what, then, consists the injustice of leaving the matter in the hands of the people? All we ask is friendly legislation, such as shall allow the majority of the people to decide for themselves the extent of facilities to be furnished by the public school.

Again, it is said—More men have the means to secure private tuition than are willing to use it for that purpose. Something is needed beside means. Desire, followed by a strong will, is absolutely essential. The dry rudiments of reading, writing, and arithmetic are by no means calculated to excite that desire. Were the branches taught in public schools to be limited, I would select such as would of themselves deeply interest the pupil, and thus create a thirst for knowledge.

The General Government has donated lands to the State for the establishment of a University. The State has accepted the trust. A faithful compliance with the spirit of the grant would demand that the University be made available in the establishment of the best interests of the State. It must be the head of our free school system. Shall the State establish a real University, and then confine the Public Schools to the mere rudiments, and thus make a wide gulf to be bridged by private enterprise?

The only complete and harmonious system of education allows, nay, even favors, a clear highway through the whole course of a liberal education.

Private schools are needed, and will be supported where needed. They should be placed in a position to benefit the public school, never to come into competition with it. They must keep in advance, so as to draw, by their silent influence, the public school to a higher stand. Their own interest demands this. Private enterprise will ever take care of itself. Public interests need to be carefully guarded and protected.

I am not disposed to frown upon private schools, but to welcome them as co-workers, and bid them God-speed, with this provision only, that their energies be devoted to molding public sentiment in favor of popular education, instead of dis-

paraging free schools for their own upbuilding.

The superiority claimed for private schools by many, is more real than it should be. The necessity for them, and their superiority, will diminish in proportion to the establishment of a system of

#### GRADED SCHOOLS.

Prominent among the requisites to success in our system of public schools, is such a classification of pupils as shall secure what is called, in all industrial pursuits, "Division of Labor."

The basis of this classification should be in the attainments

and capacities of the individual pupils.

The extent to which classification may profitably be carried, must depend upon the number of pupils, and the ability to employ teachers. Three periods of our school life, each demanding radically different modes of instruction and discipline, present to my mind the most natural ground of classification.

The lines dividing these periods may run upon age as a general thing, though often curving, at times, toward the younger side, at times toward the older, as various circum-

stances may require.

During the first period school exercises should aim mainly at physical and moral development. The God-given energies of the child should here be studied, and when understood, be properly directed. The intellectual discipline of this period has no farther object than the cultivation of a taste for study. The exercises in this direction should aim at creating rather than satisfying the intellectual appetite. In discipline this is the transition period from home freedom to school restrains.

The will of the child should not be curbed with a tight rein, but gently directed in the right channel. Love of order rather than fear of punishment, should here be instilled into the child. All generous impulses should be encouraged, and all departures from right, be corrected by opening up a better way, and gently leading the child to a full appreciation of, and love for, its beauties.

- "He who checks a child in terror;
  Stops its play or stills its song,
  Not alone commits an error;
  But a grievous, moral wrong.
- "Give it play and never fear it; Active life is no defect; Never, never break its spirit; Curb it only to direct.
- "Would you stop the flowing river— Think you it would cease to flow? Onward it must move forever; Better teach it where to go."

The school exercises of this period must be frequently varied, so that the child may never be sated, and may look forward with anticipation of enjoyment in their repetition. All physical exercise should be directed with reference to its object—the physical development of the child—but in many cases it may be turned into such a channel as to be of practical service during other periods of school life, and, in fact, throughout the whole life. The eye and other organs of sense should be trained to correctness of perception—the hand be taught to guide the pencil—the tongue schooled to distinct articulation and correct enunciation. An easy and graceful carriage and pleasing manners should be secured through proper discipline of the limbs and body. Natural appetites and propensities should be directed into their appropriate channels. The affections of the child should be drawn out toward proper objects, and thus properly developed.

The child should here study objects rather than books. These objects should be furnished to the child in a well selected site, neatly fenced and tastefully laid out—a comfortable School House, well warmed and well ventilated—furniture adapted to the comfort of the pupil—apparatus, charts and pictures, illustrating the structure and the more obvious peculiarities of objects met with every day—a cabinet furnishing a few specimens from all departments of the mineral, vegetable and animal kingdoms, with vacant spaces inviting additions from the little students—a few good pictures, repre-

senting some marked historical events that are fraught with lessons of truthfulness, real heroism, self-conquest, patriotism, benevolence and piety. And one object prominent above all others in the child's eye, and exerting a more powerful influence over the child's mind and heart—a Teacher skilled to use the apparatus and charts, to explain the pictures, and fitted to enforce all lessons taught by historical paintings through her own truthfulness, real heroism, self-conquest, benevolence and piety. I have assumed that the Teacher of this period is a Female Teacher. It should never be otherwise. Woman's quickness of perception, untiring patience, gentle kindness, lively sensibilities, warm sympathies, and earnest devotion, are specially needed here. In laying the foundation of a true education the master-builders must be those, "in whose own hearts, love, hope, and patience have first kept school." This work demands a rare union of qualities, to be most carefully sought, and when obtained, to be suitably rewarded. The prevalent opinion that little education is required in such a place is ruinous to our schools. Nor is. the practice of grading the wages of Teachers by the ages of their pupils less ruinous. The exercises of this first period are gradually shaded into those of the second period—when school restraints will have become more severe, as the body has become better fitted for steady attention to longer tasks, and the mind prepared to grapple more earnestly with books. In this period intellectual culture steps forward into a line with physical and moral culture. Less variety of daily work and less frequent changes are requisite. The first period properly passed, the child enters the second with a healthful system, good habits, love of investigation, and a keen relish for study and for books. The trouble here will be so to conduct the developing process as to secure real advance and yet to retain the acquired appetite. Here is to be a transition from the play of the first period to the full work of the third period, the time when in intellectual work as well as in handiwork the child is the "half man." Ceasing to hold the Teacher by the hand for support, the pupil begins to rely upon his own strength, stepping out by himself, making new discoveries or culling fresh flowers by the way, seeking the Teacher's hand only when weary, or when desiring to direct her steps toward an object found but not fully understood Here commences the study of what are commonly called the elementary branches. Pupils are to be introduced to authors and so taught to profit by acquaintance with the few seen in the school room as to derive most good from the many brought to their notice in later years. Object become may

still be given, but less frequently. The concrete must in part give place to the abstract. The reasoning powers are here introduced to a course of training, being exercised upon subjects within their grasp. The power of abstraction, unwittingly cultivated by their early classifications of objects studied, is now exercised for the purpose of increasing its force. The proper studies for this period are such as have a practical bearing, and the application of which to every day life can be clearly seen and appreciated. The proper modes of instruction are such as will invest these practical studies with beauty and attractiveness, and awaken the reasoning powers to activity. The external will here be shown, not as in the first period for itself alone, but as a power to awaken the internal—as an incentive to thought.

The proper discipline will be such as shall shade the easy freedom of the first period into the perfect subjection to law and order of the third period. If the duties of the first period be called play, then those of the second will be half play, half work—the play preponderating in the early and the work

preponderating in the latter part of the period.

The Third Period now presents itself as a time for mental activity. While the physical and the moral are not to be lost sight of, the intellectual assumes the preeminence in time devoted to it, not in importance. Assuming that the work of former periods has been well done, the pupil enters this with habits of order, neatness and punctuality fixed; with love of truthfulness in all particulars burning brightly in his heart; with a knowledge of the proper use of books; with a zest for study; in short, with full preparation to push out for himself in search of truth. The studies suited to this period are any and all that have a bearing upon the design of the schools—the attainment of a true manhood. Those studies having a direct bearing to this end must take the precedence. Mental and moral science—natural sciences, with their application to industry—history, and its philosophy—classics, ancient and modern—not forgetting English classics, as is too often the case—and civil polity—furnish wide fields for research and cultivation. They will develope nobly both mind and heart. The Teacher of this period points out the order of research, introduces the pupil to the authors to be consulted, tests the use made by the pupil of the knowledge derived from these authors, watches the progress made, and directs the student to a thorough, economical and profitable use of his time and talents. The discipline of this period must be such as will enforce strict obedience to wholesome regulations firmly yet kindly administered—a discipline preparing the youth to enter upon citizenship with its privileges and duties, a lover of law and order. Longer confinement at one time may be safely required, and a more fixed attention to a smaller number of subjects.

This division will give three departments:

1. The Primary, designed for such as need more play than work.

2. The Intermediate, where play and work may be more equally divided.

3. The High School, a place for work, real work, relieved

at intervals by earnest play.

These divisions are variously subdivided, according to number of pupils and wealth of district.

The objects to be attained require few classes in the same

department, rather than few pupils.

The advantages of some classification, at least three divis-

ions, may be briefly stated:

1. It diminishes the number of branches to be taught by the same teacher, and thus secures concentration of thought and power upon the teachers' work.

2. It provides for the adaptation of the teacher to the school by requiring less versatility of talent and variety of attain-

ments, but peculiar fitness for his special work.

3. It secures the right place to the right teacher by more careful supervison and the facilities afforded for interchange of teachers.

4. It is a system with a head, whose influence is felt

throughout the whole body.

5. By presenting opportunity for promotion it gives needed stimulus to both teacher and pupil.

6. It secures permanent and congenial employment to

teachers, thereby insuring their self culture.

- 7. It gives employment to a larger number of female teachers, who, by reason of less inducements to enter other occupations, generally bring to their work more patience and more well directed energy than do many of our male teachers.
- 8. It does not increase the expenses of the school to a degree at all commensurate with the increased benefits received, while in a majority of cases it does not increase the expense at all. In unclassified schools more teachers are required for the same number of pupils, if anything like success is attained.
- 9. Wherever the best facilities are afforded for obtaining an education, all desiring a thorough education enter these schools for a term of years, instead of going abroad, thus giv-

ing to the school character, and inciting their playmates and companions to more thorough study, and at the same time, saving to the parent the expense and anxiety attendant upon

sending their children away from home.

10. It is according to nature, and cannot be wrong. The mind should be educated in the order of its natural development. Mental food must be according to the digestive power of the mind, both to secure health and growth. A child must have studies, instruction and discipline suited to his capacity, and to a proper development of that capacity, or his

school days are wasted.

The question naturally arises: In the absence of any such gradation, what shall be done! Every reasonable effort should first be made to secure some gradation. When circumstances will not allow any such division, the same result may be accomplished to some extent, in either of several ways. 1. Let the length of confinement in the school room be varied to suit the ages of pupils, giving to the younger more frequent recesses and dismissing them a little earlier. 2. Devote a part of each half day to younger children, and permit their absence at all other times. 3. Give half the day exclusively to younger pupils, and the other half exclusively to the older. To either of these plans, objections would doubtless be made by parents. Circumstances must determine the choice of plans which are devised by the ingenuity of the teacher. It is destructive to the best interests of the little child, in body, mind and heart, to be subjected to the same confinement and discipline as the older pupils will bear. It is no less destructive to the best interests of the older pupils to subject them to the same instruction and discipline as are suited to the little ones. Each class must have and will have its appropriate place, instruction and discipline, as soon as a healthy public sentiment prevails. "There's a good time coming." Let us "learn to labor and to wait."

While schools are designed to assist the parent in the work primarily devolving upon himself, they were never intended to release the parent from all responsibility with reference to the education of his child. As our schools are, children are sent to school at too early an age. Instead of diminishing the years of school age, I would prefer to labor in behalf of such efforts as shall secure proper instruction to those of the more tender years. The fact, that parents sometimes send children to school simply to get rid of them, shows either inability or incompetency to take care of their own offspring, and urges the necessity of effort, in their behalf, by the public,

for their own protection and safety.



lose what speculators make. Three places in the schools are continued through the year, have se example in this regard. Wages paid are not c with the work done, but assurance of prompt pa at the end of the term, has secured good teachers salary. Others may have done as well, but I have any where the salaries of teachers have been pre the close of each term during the year. During embarassments of the few years past, it is not to at that much money voted to be raised by tax is collected. By law (Revised Statutes, Chapter 92) schools are privileged in the receipt of m school taxes, except district taxes, can be retur lected, so long as there is money enough in the the town to meet the just demands of the scho ficiency occasioned by returned taxes, must be moneys raised for town purposes, except for road support of the poor, and support of schoolsroads and bridges—third, upon support of the fourth, and last, upon schools. In some town has been to reverse this order, and make school burden of delinquent taxes. Local Superint look after this matter.

Punctuality of attendance cannot be too at The parent should, by all means secure it. Mo corresponding advancement are lost by those what or unpunctual in attendance. The habits formed are of far more consequence than any particular

#### LIBRARY.

The Library of the Department of Public Instruction, now numbers nearly 800 volumes. The increase for the past year has been 75 volumes, nearly all valuable works of reference. From Mason Brothers, of New York, the library has received a very handsome donation. The amount of money appropriated from the fund for library purposes, has been drawn, and nearly all expended.

#### V.—TEXT BOOKS.

In examining Text Books for recommendation, I have given attention only to such as are proper subjects of study in the Common District School. The teachers of High Schools, and of Union Schools, who are generally retained year after year, are better judges than I of what books are best suited to their schools. In fact, the more advanced schools should not be confined to any particular Text Book. They should have a wide range of Reference Books, using as a special Text Book that which best suits the teacher. With such books there can be little objection urged on account of frequent changes, as the same teacher continues from year to year. In our Common District Schools, however, changes in teachers are made almost every term; hence the wisdom of our Legislators in requiring that others than the teachers should decide upon the Text Books to be used. The law provides that the "District Board shall have power, under the advice of the Superintendent of Public Instruction, to determine what school and text books shall be used in the several branches taught in the school of each district." This duty of the District Board is very generally neglected, and the people very justly complain of the frequent changes made in text books, involving great expense. That this tax upon the people should be obviated it possible, no one will deny. That this end may be secured, I would recommend some additional legislation, that shall require the District Board to determine the Text Books to be used, and to record their determination, and thus secure the District against any change, without the consent of a majority of the Board.

The design of requiring from the Superintendent of Public Instruction a recommendation of Text Books, I suppose, has no other object than to secure uniformity in books used. If the uniformity required, be uniformity throughout the State,

there has been signal failure in carrying out the design. I can see no ground for sorrow in such a failure. Uniformity of Text Books in any one school is absolutely essential to success. It is very desirable for a town. Ease of supply and cheapness would dictate uniformity for a tract of country seeking supplies at the same commercial center. In the abundance of good school books, the only arguments for uniformity through the State, that appear to be of any weight, are: First, the expense incurred by parents in moving from one part of the State to another, where an entirely different set of books is used. Second, cheapness consequent upon large amounts supplied. To the first I would say, cases are very rare of removal from one part of the State to another; not trequent enough to make it the basis of an argument for uniformity. As to the second, monopoly never yet lessened the price of any products.

The books I have recommended below are such as commend themselves to my judgment. I would advise their adoption in schools where no uniformity at present exists, but cannot find in them any superiority sufficient to warrant a complete change where such uniformity is already secured. Changes are often desirable, but they should be made only

with the consent of the people to be affected thereby.

#### Moral Instruction.—The Bible.

Readers.—I set out upon the examination of Readers, with the determination to recommend but one series, but as the examination progressed I could find no warrant for giving preference so far as general arrangement, quantity and quality of matter is concerned, to either of the three sets most used in this State, viz: McGuffey's New Series, Parker & Watson's Series, and Sanders' Series. In paper, typographical execution, illustrations and binding, I give a decided preference to the National Series by Parker & Watson.

Spellers—simply as such, are of little use where the teacher has control of language. In the National Pronouncing Speller may be found very much of practical use.

# Orthography.—Wright's.

The subject of Analysis has received far too little attention in our schools. It is of great practical utility, and deserves a place it has not hitherto held, as a branch of common school study. Sanders' Analysis, which is based upon the well known works of Dr. McElligott, meets the want in this particular.

Composition. — Brookfield's First Lessons, Quackenboss' Composition.

Grammar.—Pinneo's Primary Grammar, Clark's Grammar, and Greene's Analysis.

Arithmetic.—Stoddard's Intellectual Arithmetic, Ray's Series, and Higher Arithmetic, (New Edition.)

Algebra.—Robinson's Algebras.

Geography.—Monteith & McNally's.

Physical Geography.—Warren's.

A large majority of our schools are without those very efficient helps in the study of Geography—Globes and Outline Maps. In my examination of Outline Maps, I have found nothing better than *Pelton's*.

Physiology.—Mrs. Cutter's Primary Work, Hitchcock's Physiology.

History of United States.—Lossing's Primary, Lossing's Pictorial.

Every child should be furnished with a copy of Webster's Primary or Academic Dictionary, using the larger work furnished each school district only as a Reference Book, and not as a constant companion.

Natural History.—Mrs. Redfield's Chart, and Mrs. Redfield's Zoological Science.

Botany.—Gray's "How Plants Grow," and First Lessons.

Some work upon Agricultural Chemistry, simple in its character, and as far as possible, avoiding all technicalities, should be introduced into our schools. A small work suitable for such introduction, has been prepared by C. B. Chapman, M. D.

Book Keeping.—Smith & Martin.

Natural Philosophy.—Parker's First Lessons, Peck's Philosophy.

Reference Books.—All that can be obtained.

### VI.—NEEDED LEGISLATION.

1. The reports made to the Department of Public Instruction are incorrect, and in many particulars necessarily so. The form of reports needs to be very much simplified. The reports would be far more valuable did they contain a few facts relating to the condition of schools, and less variety of statements concerning minor matters.

The requirements of law in regard to reports made by District Clerks, Town Superintendents, and County Clerks, do not harmonize. The whole matter needs complete revision.

- 2. The form of School Register should be uniform throughout the State, and some provision made that should secure the accurate keeping of such registers. The State should furnish these Registers, send a supply to each county, to be thence distributed to the several towns and districts. Their cost should be retained from the amount of funds annually distributed to the several towns. This course is recommended as an economical one. The cost to each district would be less than under the present system.
- 3. The law relating to the levying, collecting, and distributing of the several kinds of School Taxes, needs complete revision and simplification.

The taxes levied upon the towns by the County Boards of Supervisors, are in many cases paid over to the County Treasurer as county taxes, and two per cent. taken therefrom as Treasurer's fees. I do not consider this course the one designed by the law, but there is need of explicit directions upon this point. The tax referred to is exclusively a town tax, and should not go into the County Treasury at all.

- 4. The duties of District Boards need to be more definitey marked, and the relative powers of each member of the Board should be more distinctly set forth.
- 5. Some change in the length of school required as a condition of receiving Public Funds, may be safely made, and great good result from it. I would recommend a change from three to four months. By their previous action the people have shown themselves prepared for this change. Every county but one in the State, shows an average school of more than 3 months.
- 6. Under our present law the only basis of apportionment from the Public Funds, is found in the reports of Tax Levy, and Number of School Children.

After the money has reached the hands of the Town Superintendent, another condition is made by the law, viz.: a three months' school. The money that would have gone to the district failing in this condition, is divided between the other districts of the town. This offers a premium to those districts that have careless neighbors, larger in proportion as the number of careless districts increases. If any premium is given, it should be to those towns, all of whose districts comply with the law, and never fail to have their three months' school. The only remedy for this injustice is found in such a change of the law as will require the apportionment of Public Moneys to be made upon the basis of the number of children entitled to receive funds at the hands of the Town Superintendent, i. e., the children of districts that have had the required school.

7. The matter of School Supervision, demands earnest attention. This has been discussed elsewhere. A change like the one proposed, would require modification of nearly every

part of the School Law.

The simplest and best mode of reaching the whole matter, will be by the appointment, at an early day, of a Committee, whose duty it shall be to revise the whole School Law. Frequent amendments and additions have rendered the whole a piece of patch-work, difficult to understand, and more difficult to construe and explain. Some revision should be made at any rate, and the system modified to meet the wants of the people.

The whole matter is cheerfully submitted to the Legislature

for its early and intelligent action.

# J. L. PICKARD,

State Supt. Public Instruction.



# APPENDIX "A."

# APPORTIONMENT OF SCHOOL FUND INCOME—1860.

Counties and Towns.	No. of Chil- dren.	arch Apportion- ment.	Dec. Apportionment.	Total Apportionment.
ADAMS—				
Adams		<b>\$</b> 82 50	<b>\$</b> 23 10	. \$ 105 60
Barton	. 7	3 50		
Brownville		9 50		
Ohester	. 141	70 50		
Dell Prairie		158 00	<del>-</del>	
Easton	. 134	67 00		
Grand Marsh		85 50	•	
Jackson		99 00		
Leola		23 00		
Monroe		57 50		<b>X</b>
Newark Valley	. 56	28 00		
New Haven		111 00 70 50		
Preston	- 1	70 50 57 00		I
Quincy		49 00		
Rome	- I	24 50		
Strong's Prairie		113 00	• • • •	
Springville	290	145 00		
White Creek		40 00		_
White Olock	I			
	2,588	1,294 00	362 82	1,656 39
Bad Ax-				
Bergen	179	89 50	25 06	114 56
Ohristiana	248	124 00		
Clinton	85	17 50		
Coon	. 99	49 50	-	
Franklin	- 320	160 00		
Forest		43 00	12 04	55 04
Greenwood		58 50	16 88	74 89
Hillsborough		87 00	24 86	111 36
Hamburg		<b>68</b> 50	19 18	87 <b>6</b> 8
Harmony		<b>52 50</b>		
Jefferson	, –––	159 00		
Kickapoo		137 50		
Liberty		44 00		
Stark Stark		19 50		*** = ' '
Sterling		100 00		
Viroqua		18 00		16 64
Wheatland	,	267 00		
Webster		98 50 68 00	_	
Whitestown.		67 00		
** ***********************************	<u> </u>	<b>95</b> 50	\	
	3,369	0 183,1 /1	0/ 410 68	1 2,151 66

Counties and Towns.	No. of Ohil- dren.	March Apportion- ment,	Dec. Apportion- ment.	Total Apportion ment.
BOWN-				
Belleview			<b>3</b> 40 82	<b>8</b> 184 39
Depere	146		20 44	
Depere Village	179	89 50	25 06	
Greed Ray	1.407	703 50		
Green Bay City	1,226	613 00		
Glenmore	146	73 00	20 44	93 44
Howard Paranah	852 136	176 00	49 23	
Ft. Howard Borough	265	68 00 132 50	19 04 87 10	
Lawrence	252	126 00	35 28	
New Doumark	153	76 50	21 42	
Morrison	103	51 50	14 42	
Preble	191	95 50	26 74	122 2
Pittsfield	IKK	16 50		21 15
Rockland	180	65 00		
Suamico	150	75 00	21 10	96 00
Wrightstown	180	90 00	25 20	115 20
·	5,337	2,665 50	747 18	8,415 60
OFFALO-				
Alma	70	35 00	9 80	44 80
Buffalo		85 00		
Belvidere	103	51 60	14 42	
Cross	130	55 00	15 40	70 40
Eagle Mills	56	28 00	7 84	05.8
Glencoe	53	26 50	7 42	03 B
Gilmanton		26 00	7 28	
Maxville	121	60 50	16 94	
Nelson		6 50		8 89
Naples	92			58 60
Waumundee	125	62 50	17 50	80.00
Buffalo City				****
	1,001	482 50	135 10	617 60
ALUMET-				
Brillion		- 60	9 10	
Brotherstown				
Charlestown		144 00	40 32	184 33
Harrison		197 00 147 50	55 16 41 30	259 16
New Holstein	255	173 00		186 III 201 4
Rantoul	106	53 00		97 Te
Stockbridge	410	205 00		262 44
Woodville	187	68 50		87 6
	2,503	1,951 50	350 42	1,601 99
HIPPEWA—				
Bloomer Prairie		27 50	7 70	* 85 90
Anson	[ <u></u>	****		****
Chippewa Falls  Ragie Point	145	44.40	NO. 400	99 80
Lefayette		50 00	14 00	
Total 640 **** ** *** **** ****		1	· \	
	410	205 0	0/_ 81 4	max man

Counties and Towns.	No. of Chil- dren.	March Apportionment,	Dece mber Apportion- ment,	
CLARK-Pine Valley	184	<b>\$</b> 67 00	<b>\$</b> 18 76	<b>285 76</b>
T6418	10	. w	I 40	6 40
Weston	68		9 52	
	212	106 00	29 68	105.0
Columbia—				
Arlington	256			•
Caledonia Courtland	376 459		52 64 64 26	
Columbus	664	382 00	92 96	494 %
Dekorra	384	192 00	53 76	
Fort Winnebago Fountain Pratrie	385 420	167 50 210 00	46 90 58 90	214 40 268 89
Hampden		152 00	42 56	
Leeds	347	173 50	48 58	222 06
Lowville	311	155 50	48 54	199 04
Lodi	522	261 00 209 50	73 0⊌ 58 66	334 08 268 1#
Lowiston	419 415	207 50	58 10	265 60
Newport		166 00	46 48	912 48
Cliego gran mart	120	210 90	58 en	268 30
Pacific	95	47 50 550 50	13 30 150 78	60 89 689 38
Randolph	1077	201 00	150 78 56 28	257 28
Bcott	803	151 60	42 42	198 92
Springvale	320	160 00	44 80	204 80
Westpoint	<b>26</b> 5	120 60	97 14	149 60
Wуосена	507 6 933	253 50 4.406 50	1,250 62	5,717 19
BAWFORD	age	900.50	105 10	
Prairie du Chien	965 168	489 50 94 60	J35 10 26 32	687 60 190 32
Eastman	288	141 50	89 62	181 12
Seneca	166	63 00	28 84	106 94
Lynxville	88	44 00	12 82	56 33
Haney Scott	179 196	89 50	25 06 27 44	114 56 125 44
Marietta	210	105 00	99 -40	134 40
Freeman	250	125 00	85 00	160 00
Utica	217	108 50	10 34	136 38
Clayton	309 8,051	1,595 50	43 26	197 76
j	====			
	404	217 50	60.96	470.45
Albion	4.75	ALI UU		278 49
Albion	435 291		40 74	196 M
Albion Berry Black Earth	291 292	145 50 146 00	40 74 40 88	186 24 186 80
Albion Berry Black Earth Blooming Grove	291 292 280	145 50 146 00 140 00	40 89 39 20	186 60 179 90
Albion Berry Black Earth	291 292	145 50 146 00	40 88	186 60

	1		
593	296 50	83 02	879 52
475	237 50	66 50	304 00
376	188 00		240 64
			237 44
	181 00	50 68	231 68
624			899 86
	154 50	48 26	197 76
	220 50	61 74	282 24
2,101	1,050 50	294 14	1,344 64
	140 50	39 34	179 84
	190 00	58 20	243 20
	198-50	55 58	254 08
		64 54	295 04
391	195 50	54 74	250 24
100			
		1	
			225 99
			286 72
439			
405			
			1
			1
		2,165 66	
632	316 00	88 48	404 48
582	291 00.	81 48	
198	445 50	124 74	
417	208 50	58 38	266 88
	FF V	51 52	
624	812 00	-87 86	399 36
	294 00	82 32	376 82
	289 00	80 92	369 99
	301 50	84 42	385 99
	420 50	117 74	588 24
585		81 90	
	197 50	55 30	
		89 46	
			519 00
813			
		4	
461	230 50		
	371 362 624 309 441 2,101 380 897 461 391 423 259 853 448 439 463 331 435 286 853 318 383 15,469 582 891 417 868 694 578 603 641 700 957 565 895 575 639 799 800 437	371	371         185         50         51         94           362         181         00         50         68           624         312         00         87         36           309         154         50         48         26           441         220         50         61         74           2,101         1,050         50         294         14           981         140         50         39         34           380         190         00         53         20           897         198         50         65         58           461         230         60         64         54           423         211         50         59         22           259         129         50         36         26           353         176         50         49         42           448         224         00         62         72           439         219         50         64         82           831         165         50         46         82           831         165         50         46

				وحرب سيبيد
	No. of	March	December	Total
Counties and Towns.				_
Counties and Towns.		Apportion-		
	dren.	ment.	ment.	ment
<b>D</b>				
Dodge—continued.	-	0-0-0	00 40	400.06
Trenton	689			
Westford	201			
Williamstown	690		96 60	
Lomira, ext. for last year's error,	<b>∮ 88</b>			56 39
·	15,658	7,895 32	2,192 12	10,087 44
<b>.</b>				
Douglas—	1	1		
Superior		52 00	14 56	66 56
Pokegama	47	23 50	6 58	30 08
Nemadji		 		
•	151	75 50	21 14	96 64
	151	10 50	21 14	====
Door-	1		}	
Sturgeon Bay,	205	102 50	28 70	131 20
Forestville,	1			
		1		
Chambers Island,	•			
Gibraltar,		60 00	16 80	76 89
Brussells,	.			
Olay Banks.			•••••	
Liberty Grove,				
Washington,	82	41 00	11 48	52 48
_		<u> </u>	·	
	468	234 00	65 59	299 54
_	ļ			1
Dunn		1		
Menominie	97		•	
Eau Galla	64			
Rock Creek	45		<b>4</b>	
Peru	.∫ 83	16 50	4 62	21 12
Spring Brook	123	61 50	17 29	78 79
Duna		59 50	16 66	76 16
	481	240 50	67 34	307 84
EAU CLAIRE—	]			
Brunswick	85		D .	
Bridge Creek	j 121	<u> </u>		
Pleasant Valley	26	13 09	3 64	16 64
Half Moon	176	88 00	24 64	113 64
Eau Claire,	215	107 50	30 10	
North Eau Claire	40			
	663	381 50	92 82	424 23
_				
Fond Du Lac-			l	
Fond du Lac City	1916		_	
Auburn	402			
Ashford	633			405 12
Alto	457		63 98	293 48
Byron	483			
Ualumet				. +
Calumet	811		43 54	100 64
Calumet Empire El Dorado	811	155 50		

Counties and Towns.	Chil-	A		
		Apportion-	Apportion-	Apportion-
	ren.	ment.	ment,	ment.
Eden	488	<b>244 00</b>	<b>2</b> 68 82	\$312 32
Forest	466	283 00		298 34
Friendship.	236			151 04
Fond du Lec	387	193 50	54 18	247 68
Lamartine	411	205 50	57 54	263 04
Metomen	584	292 00	81 76	
Oakfield	430	215 00 170 50	60 <b>90</b> 47 74	275 20 218 24
Onceola	343 535	267 50		842 40
Marshfield	449		62 86	287 36
Springvale	464	232 00	64 96	
Taycheedah			80 22	
Waupun	729	364 50	4	466 56
Ripon				239 86
Ripon City		288 00	80 64	368 64
	12,269	6134 50	1717 66	7852 16
MANT—				
Bestown	495	247 50	69 30	816 80
Blue River	114		15 96	72 96
Clifton	406		56 84	4
Casaville	607		84 98	388 48
Eilenboro	339		47 46	
Fenumore	506 447		70 84	323 84 286 08
Harrison		502 00	62 58 140 56	
Hazel Green			82 62	
Jamestown,		280 00	78 40	358 40
Lancaster		408 00		515 84
Liberty		90 50	25 34	
Little Grant		103 50	28 98	132 48
Lima	404	202 00	56 56	259 56
Marion	804	152 00	42 56	194 56
Millville	614		85 96	
Muscoda			35 00	160 00
Paris	262	131 00	36 68	167 68
Patch Grove	492 1037	211 00 51g 50	69 08 145 18	270 08 663 68
Platteville				669 44
Potosi		230 00		294 40
Wingville			85 42	161 92
Waterstown				89 60
Wyalusing		119 00		143 36
Waterloo	172		24 08	110 08
	11,493	5,746 50	1,609 02	7,255 54
ann-				
Albany.	512		71 68	327 68
Adama	283			181 12 240 00
Brooklyu	375	187 50 204 50	52 50 57 26	240 00 261 76
Cadis	598		83 72	382 79
Clarno	548			350 72
APPRINT OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE				
Rreter	381	190 50	58 34	243 84

	No. of		December	Total
Counties and Towns.	Chil-	Apportion-	Apportion-	
	dren.	ment	ment.	ment
Tools	984	A100 M	# E0 00	<b>2232 96</b>
Jordan	964 1164	\$182 00 582 00		
Monroe	527	101	73 78	
Mt. Pleasant	304			
New Glaras		152 00 246 00		
Sylvester	492 476		68 68 66 64	304 6
Spring Grove		137 00	1	
Washington York	238	116 50		
	7,594	8,762 00	1,053 36	
Greek Lake—	700	l   350 00	98 00	449 00
Berlin City			60 20	
Berlin	360	100 00		930 46
Brooklyn				
Dayton	•			104 01
Green Lake				1 136 2
Kingston		68 50		
Kingston Village			<del>-</del>	
	100.00			
Manchester	3053		,	,
Margnette	150			
Proceton			_	311 04
St Marie				·
Seneca	100	94 50		
	4,503	<b>2,251</b> 50	ENO. 48	2,681 91
Iowa—		<u> </u>		
	428	914 00	30 92	T 972 98
01-1-	246			
Dodgewille				
Dodgeville	869			
HighlandLinden				
Mifflin				<b></b>
Mineral Point				
Mineral Point City	1229			
Pulaski				
Ridgeway				
Waldwick		195 50		
Wyoming		148 00		
•	7,675	3,837 50	1,074 50	4,912 00
	( <del></del>			
Jackson	359	TAX 20	Sec. 10	
Albion				299 76 73 94
Irving	195			
Hixton				
Springfield				
Northfield		, J1£ Ū\		
	90	10.00	E 90	<u> </u>
Alma	38	19 00		
Alma	38   190	19 00 95 00	26 80	191 🚳
Alma. Manchester	38   190	19 00 95 00 <b>30</b> 00	26 e) 8 40	191 🐠

Counties and Towns.	No. of Chil- dren.	March Apportion- ment.	December Apportion- ment	Total Apportionment.
Tomorrow				
Japperson — Astalan	368	184 00	51 52	2935 59
Oold Spring	288	144 00	40 32	
Concord	565	282 50	79 10	
Farmington	782	365 00	102 48	468 48
Hebron	400	200 00		256 00
Ixonia	716	858 00	100 24	458 24
Jefferson	1,072	536 00	150 08	
Koahkonong	764	382 00	106 96	
Lake Mills	594	297 00	83 16	
Milford	605	802 50	84 70	
Oakland	428 693	214 00 846 50	59 92 97 02	
Palmyra Sultivan	654	327 00	97 02 91 56	
Sumper	176	88 00	24 64	112 64
Waterloo	555		77 70	
Waterloo Village	87	43 50		
Watertown	937	468 50	131 18	599 68
Watertown City	2,698	1,349 00	376 72	1,726 7
	19,332	6,166 00	1,726 48	7,892 4
Armenis	D.A.	48 110		
Necedah	99		13 86	68 30
Germantown	169 291	84 60	23 66	108 It
Clearfield	14	145 50° 7 60	40 74 1 96	186 24 8 <b>9</b> 6
Orange	67	28 50	7 98	36 48
Fountain	120	60 00	16 80	76 80
Lisbon	1.0	162 00	45 36	
Marion	103	51 50,	14 42	65 95
Lemonweir	356	178 00		227 84
Lindina		241 50	67 62	
Plymouth				
Wonewoc	174			
Seven Mile Creek	147 132		20 58 18 48	
Kildare	167		18 48 23 38	84 4/ 106 P
Lyndon				
	2,965	1,489 50	415 10	
KENORHA-				
Kenosha	1,484			
Pleasant Prairie	556			
Wheatland	605 471	802 50 235 50	84 70 65 94	387 20
Bristol	482			301 44 308 46
Paris	546		78 44	
Somers	4.00	232 00		
Ta. 1. 1. 4	476		66 64	
Brighton		2,549 00	711 76	8,263 76
Brighton	5,084	N.DGM UU	744 49	Amend 11
.brighton	5,084	X,542 00		
Kawaun es-				-
Kewappee  Franklin	249	194 00	84 79	158 79

Counties and Towns.	No. of Chil- dren	March Apportion- ment.	December Apportion- ment,	Total Apportion- ment.
Kewarnes-continued.				
Ahnapee	899	199 50	55 86	265 36
Casco	386	193 00	54 04	*
Carlton		110 50	30 94	
Coryville	128	64 00 30 50	17 92 8 54	
Montpelier		131 00	36 68	
Pierce		69 00	19 04	
	1,940	970 00	271 60	1,241 60
T. Garage				
La Crosse City	1,125	569 50	157 50	738 00
Campbell	148	74 00	20 72	
Jackson	194	97 00	27 16	
Borns			35 28	
Buchanan		172 00	48 10	<b>9:20</b> 16
Holland	112	56 00	15 68	71 68
Farmington	229	114 50	32 06	
Neshonoc				
Bangor			35 70	
Onalaska	313 281	156 50 140 60	43 82 89 44	900 32 179 84
	3.448		482 44	2.203 44
LA POINTE— Bayfield Bayport La Points			9 38 26 33	42 95 120 33
	256	127 50	85 70	163 18
LA FAYETTE-	440	000 000	E1 50	001.01
Argyle		94 00		281 60 120 39
Benton		447 00	125 16	579 16
Elk Grove		227 50	63 70	291 30
Center		839 00	92.86	433 92
Fayette	492 399	211 00 199 50	59 06	970 08 255 36
Kendall		221 50	55 86 62 02	255 36 983 56
New Diggings		889 00	TON U	437 91
Shullaburg	884	442 00	123 76	565 76
Wayne	276	138 00	38 64	176 64
White Oak Springs	221	110 50	30 94	141 44
Willow Springs	381 648	190 50 324 00	63 34 96 79	345 54 414 72
Monticello	198	024 00	27 72	196 72
	7,305	3,652 50	Table A	4,675 #
MANITOWOO—				
Buchanan	396	199 00	55 44	963 44
Cato	10	249 00	67 76	200 16
Canterville	426	218 00	59 64	

Counties and Towns.	No. of Chil- dren.	March Apportion- ment.	December portion-ment.	Total Apportion- ment.
Maxirowoo-continued.				
Cooperstown	425	212 50	59 50	272 00
Eaton	171	85 50	23 94	109 44
Franklin	386	1P3 00	54 04	247 04
Gibson	288	144 00	40 82	184 82
Kosauth	538	269 00	75 32	344 32
Manitowoc	1256	628 00	175 84	803 84
Mantowoc Rapids	585	202 50	81 90	374 40
Maple Grove	253	126 50		161 92
Meeme	391	195 50		250 24
Mishicott	424	212 00	- 4 4	
Newton	565	282 50		
Rockland	182	91 00		116 48
Schleswig	178	_		113 92
Two Rivers	822	411 00	115 08	526 08
	7,770	8,885 00	1,097 80	4,972 80
Marareon— Bealth				
Wausau	215	107 50	30 10	137 60
Jenny	44	92 00	6 16	28 16
Marathon				
Texas	13	6 50	1 82	8 32
Knowlton	25	12 50	,	16 00
Mosinee	87	48 50	12 18	55 68
Weston	384	192 00	58 76	245 76
	===	154 00		====
Cilwauere-			0.4 = 0	
Franklin	677	838 50	94 78	433 28
Greenfield	985	492 50	187 90	630 40
Wanwatosa	1078			
Granville	1101	550 50		
Lake	796			509 44
Oak Creek	876			560 64
Milwaukee	936	468 00		
Milwaukee City	14.033	7,018 80	1,964 62 2,867 48	
	20.482	10,241 00	2,001 48	10,100 48
[ARQUETTE—				
	10	118 50		
Douglas	181		15 84	115 84
Mecan			24 92	
Westfield	178			
Westfield	179 260	130 06		
Westfield Packwaukes Buffallo	179 260 110	130 06 165 00	46 20	211 20
Westfield Packwackes Buffallo Shields	179 960 000 231	130 06 165 00 115 50	46 20 32 34	211 20 147 64
Mecan Westfield Packwaukes Buffallo Shields Crystal Lake	178 980 1100 231 199	130 06 165 00 115 50 99 50	46 20 92 34 27 86	211 20 147 64 127 36
Westfield Packwackes Buffallo Shields	178 980 1110 231 199 296	130 06 165 00 115 50 99 50 149 00	46 20 92 34 27 86 41 72	211 20 147 64 127 36 190 72
Mecan Westfield Packwaukes Buffallo Shields Crystal Lake Montello Harris	178 260 110 231 199 296 174	130 06 165 00 115 50 99 50 149 00 67 00	46 20 32 34 27 86 41 72 24 86	211 20 147 84 127 36 190 72 111 86
Mecan Westfield Packwackee Buffallo Shields Crystal Lake Montello	178 960 100 231 199 256 174	130 06 165 00 115 50 99 50 149 00 87 00 54 00	46 20 92 34 27 86 41 72 24 86 15 12	211 20 147 64 127 36 190 72 111 86 69 13
Mecan Westfield Packwaukee Buffallo Shields Crystal Lake Montello Harris	178 960 100 231 199 296 174 100 239	130 06 165 00 115 50 99 50 149 00 67 00 54 00 119 50	46 20 92 34 27 86 41 72 24 86 15 12 98 46	211 20 147 64 127 36 190 72 111 86 69 19 101 12

a	No. of		December	Total.
Counties and Towns.	Ohil-	Apportion-		Apportion-
	dren.	ment,	ment,	ment,
MARQUETTS-continued.	1	}		
Neshkora	105	52 50	14 70	67 20
Oxford	285			
	2,983		·——	
Monroe—	1			
Adrian	136			87 04
Angelo	145	72 50		
Clifton	. 85 27	17 50		
EatonGlendalo		18 50 48 00	3 78 12 04	
Leon	202	101 00	28 29	129 28
Le Roy		37 50	10 50	43 00
La Fayette	100	50 00	14 00	**
Little Falls	. 13I.	65 50	18 34	83 94
Greenfield	.  240		33 60	153 60
Portland	176		24 64	112 64
Ridgeville	156		21 70	99 90
Sheldon			15 96	
Sparta	560	280 00	78 40	
Tomah		71 00	19 88	90 93
Wellington	84 141	49.00	11 76 19 74	53 76 90 24
Wilton		70 50		
	2,549	1274 59	356 86	1,631 36
0	l :			
Occuro — Marrinette	112	56 00	15 68	71.63
Peahtigo		107 00		136 96
Stiles			17 50	80 00
Oconto			18 62	85 19
Oconto Village	223	111 50		149 73
Pensaukee		54 60	15 12	69 12
Suamico	915	467 50	128 10	585 60
		401 30		357 00
0				
Ozauzez Belgium	1041	520 50	145 74	666 24
Cedarburg	1257	628 50	175 98	804 48
Fredonia	796	393 00	110 04	503_04
Grafton		387 00	108 86	495 36
Mequon	1390	695 00	194 60	689 60
Port Washington	981 685	495 50 342 50	138 74 95 90	634 94 438 40
Mantilla	6,924	8,469 00	R3 M	4,431 56
				4,4, 0
Оставантъ-				
Appleton City	624	N19 00	87 36	399 36
Bovina	74	37 00	10 36	47 36
Buchanan	111	55 50	15 54	71 04
Center	191}	65 50	18 44	83 84
Dale	210	105 00 118 50	29 40	136 46
Ellington	237 84	49 00	83 18 11 76	142 68
Embarrass	041	- VO)	vr sel	68 14

Counties and Towns.	No. of Chil- dren.	March Apportion- went	December Apportion- ment	
OUTAG MIN-continued.				
Freedom	244		++	
Grand Chute	280			
Greenvillo	361 247	180 50 123 50		
Bortonia	343	171 50		
Lib rty				
Osborn				
	3.026	1,513 00		
Fredra—				
Albany	32	16 00	4 48	20 4
Bear Creek	124			
Frankfort	114			
Lima	41			
Pepin	272			
Stockholm	. 46		7 9 9	,
Waubeck				
	695	347 50	97 30	444 8
Pizzet-				
Pleasant Valley Et Paso			18 16	60 1
Perry	45			
Hartland	27	13 50	- + 4	
Trimbelle				
Trenton				
Oak Grove			4	
Prescott City	346			1 200 1
Diamond Bluff				
Clifton	114			72 1
River Falls	282		44 -4	2.00
Martell	122		17 08	78 (
	1,286	643 00	180 04	843 (
orr—				
Alden				, ,
Farmington		30 50		1 00 1
Osceola	152			1 71 4
Sterling		33 30	14 98	68 4
	373	186 50	54 22	288 1
PORFAGE—				
Amherst			19 34	68 6
Almond	145	A	20 30	
Eag Pleine	21			13 4
Belmont	188		1	
Buena Vista	. 156			,
Linwood				
Linwood	.   30	16 50	4 62	21 1

<del></del>		March Ap	Dec. Ap- T
Counties and Towns.	Chil- dren.	portion- ment.	portion- App ment. n
PORTAGE—Continued.			
Hull	174	87 00	24 36
New Hope			
Plover	383		
Pine Grove			
Stockton		-	
Stevens Point			. ~~ ~ .
Stevens Point City			
•	2,213	1,106 50	
			- =====
RACINE-	400		
Racine (Orwell)	483		V 04
Mt. Pleasant			
Caledonia	671		
Raymond	477		0 66 78
Yorkville			72 52
Dover			66 64
Norway	. 872		0 52 08
Rochester			52 64
Waterford			D) 87 081
Burlington			0 120 82
Racine City	. 3,016	1,508 0	0 422 24
	8,420	4,210 0	1,178 80
RIOHLAND-			
Akan			10 78
Bloom			0 32 R4
Buena Vista			0 47 74
Dayton			26 88
Eagle	. 878		0 52 50
Forest	. 290		0  40 m
Henrietta			0 39 34
Ithica		,	D 50 82
Marshall			0 84 16
Richmond			0 38 26
Richwood			0 40
Rockbridge	- 22		0! 81 78
Richland			52 78/
Sylvan	. 19		26 74 S
Willow Westford			22 68/ 14
W COMUIU	4,16		26 32 19
	4,20	2,083 60	588 24 2.66
Rook-	1		
Avon	. 39	8 199 00	RR en
Beloit	31	157 00	55 72 254 7
Beloit City	1.82		43 96 900 90 185 08 846 0
Bradiord	_   40'		EA 00
Clinton	. 61	4 807 00	00 00 00
Center	. 40	8 204 00	
Fulton	. 678	8 839 00	
Harmony	. 35		<b>A C C C C C C C C C C</b>
Johnstown	. 46		64 96 994 64 98 96 96
		•	

C ntp , nt Towns,		Masch Apport ons	Hee Ap- polon-	Total Apport a ment.
Roox-Continued.				
Janesville.	345	178 00	48 44	361
Janeaville City	3,688	1,844 50	616 46	9,360
Lima	418	209 00	58 52	307
La Prairie	311	155 50	48 54	199
Milton	582	291 00	81 48	372
Magnolia	450	225 00	68 00	360
Turtle	528	263 00	73 64	336
Newark	441	220 50	61 74	982
Porter	543	271 50	75 03	347
Plymouth	456	228 00	68 84	991
Rock	449	224 50	62 66	987
Spring Valley	422	211 00	59 (8	\$70
Union	620	310 00	86 90	896
	14,209	7,104 50	1,989 26	9,093
	-			
BAUE-				
Spring Green	395	162 50	45 50	906
Troy	294	147 00	41 16	108
Prairie du Sac	587	298 50	B2 18	375
Bear Creek	204	102 00	10, 10	130
Franklin	208	104 00	99 12	133
Honey Creek	378	186 50	59 22	338
Kingston	847	178 50	49 58	399
Merrimac	272	186 00	38 06	174
Washington	437	218 50	61 18	279
Westfield	252	126 00	01 10	161
Preedom	219	109 50	30 66	140
Baraboo	791	895 50	110 74	506
Greenfield	230	125 00	85 00	160
Reedsburg	485	242 50	67 90	310
Excelsior	264	132 00	36 96	166
Fairfield	244	122 00	84 16	156
Dellons	211	105 50	29 54	135
Woodland	117	50 501	16 38	74
Maraton	475		66 50	304
Winfield'		237 50		135
New Buffalo	210	106 00	29 68	
TICH DECEMBER.	853	176 50	49 42	295
	6,920	8,460 00	969 90	4,496
Bichmond	83	16 50	4 69	21
	80	15 00	4 90.	71 19
Shawano	55	27 50		
Matteron.	87	18 50	7 70 5 18	36 38
Wankechson			9 18	
	165	77 50	91 70	99
инвотели—	***			
Abbott	616	808 00	MI 1911	396
Greenbush	587	293 50	83 18	275
Hermann	634 808	317 00	88 76	405
Holland	808	404 00	113 19	517
Lima				

Counties and Towns.	No. of Chil- dren.		December Apportion-ment.	Total Apportion- ment.
aneboygan—continued.				
Lyndon	598	299 00	83 72	382 72
Mosel	362		-	The state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the s
Plymouth	739		•	
Rhine		1	i	
Scott	· ·		ľ	
Sheboygan		II .		
Sheboygan City			1	
Sheboygan Falls	640		1	409 60
Sheboygan Falls Village		1	_	
Wilson	436	.! <b></b>	I ————	
•	9.968	4.984 00	1,395 52	6,379 52
ST. CROIX—			į	
Hudson City	538		1	· _
Rush River			·	1
Eau Gallie				•
Erin Prairie	•			
Cylon	•		•	•
Hammond		E .		_
St. Joseph			•	1
Somerset	118			1
Richmond		-		
Hudson		i e		4
Troy	85		1	
Pleasant Valley		_		4
1 totalist volicy	1,529	I		
Trempeleau-				
Arcadia	52	26 00	7 28	33 28
Caledonia		•		
Gale				
Preston				A
Sumner		1	T .	
Tiembereau	686	I	l	<u> </u>
W	]	===		
WALWORTH— Sharon	784	367 00	102 76	469 76
Darien	1			
Richmond				
Whitewater		605 50	169 54	775 04
Walworth	530			
Delavan				
Sugar Creek				
La Grange				
Geneva	812			
La Fayette				
Troy	481			•
Bloomfield	456	228 00	63 84	291 84
Hudson	579	286 00	80 08	306 0

Counties and Towns.	No. of Chil- dren.	1	December Apportion- ment.	Total. Apportionment.
WALWORTH—continued. Spring Prairie	533	   <b>266 5</b> 0	74 62	ı <b>341 1</b> 2
East Troy	639	1		
Elkhorn	364	1	1	
•	10,018	5,009 00	1,402 52	6,411 59
Washington—				
Addison	794	397 00	111 16	
Barton		-		1
Erin	719	-	1	
Farmington	677		I	
Germantown Hartford				
Jackson				
Kewaskum				
Polk			1	
Richfield	879			
Trenton	638			
Wayne	62			
West Bend	9,46	-	-	
Vernon Brookfield Menomonee Oconomowoc Delafield Mukwawago Genessee Eagle Muskego' Summit New Berlin Ottawa Waukesha Pewaukee Lisbon Merton	75: 82: 81: 56: 55: 69: 51: 58: 47: 79: 45: 1,26: 59: 57:	1 875 50 410 00 409 50 4 282 00 275 00 3 291 50 2 256 00 3 291 50 2 288 50 2 296 00 5 632 5 5 297 5 8 289 0 7 348 5	105 14 114 80 114 66 78 96 77 06 97 58 0 97 58 0 81 68 0 66 78 0 110 88 0 63 28 0 177 10 83 30 0 82 93 0 97 58	480 6 524 8 524 1 360 9 352 0 446 0 327 6 373 1 305 2 305 2 8 306 8 2 809 6 380 8 2 369 9 446 0
WAUPACA-	İ			1
Dayton	. 31			1
Farmington	.] 24			I .
Scandinavia				
Iola				
Lind		_		_
Waupaca St. Lawrence			_	
Weyauwega				•
Royalton		· · -		
Little Wolf.		2 26 0		
Union		7 13 5		

Counties and Towns.	No. of Chil- dren.		December Apportion- ment,	Total Apportion- ment.
WAUPAGA—continued.	100	<b>54.00</b>	15 10	60 10
Caledonia Mukwa				
Lebanon			1	1
Bear Creek				
	3,869	1,684 50	471 66	2,156 16
WAUSHARA-				
Bloomfield	194			
Coloma			-	• • •
Dakota		-		
Decrfield			1	
Hancock	•			
Leon			1	
Mt. Morris				
Oasis	1			
Plainfield	<b>■</b>			
Poysippi		_		
Bichford.				
Rose	1			
<b>∆</b> urora	297	148 50	41 58	190 08
Saxville				
Springwater				i
Warren			•	_
Wautoma		.		
	3,478	1,739 00	486 92	2,225 92
WINNEBAGO-				
Algoma	. 276	B		176 64
Black Wolf	.   241			8
Clayton				<u> </u>
Menasha			,	
Neenah			1	
Nekimi		D .		
Nepeuskin Oshkosh	247			
Oshkosh City				1,271 04
Orihula .	38	_		
Omro				
Poygan	•			
Rushford	606	303 00		
Utica	426		59 64	272 64
Vinland			1	
Winneconne		215 50	•	
Winchester		I————		
	8,286	4,148 00	1,160 04	5,303 04
Wood—			i	
Centralia				
Dexter	57	•	1	
Grand Rapids	207			
Hemlock.	44		,	
Rudolph	60			
Saratoga	105			
	570	285 00	79 80	364 89

# APPENDIX "B."

reg segs W to tanouns egsereral month p'd to Female Teachera.	41111111111111111111111111111111111111
Average amount of Wages per a sending of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the	25 50 20 58 20 00 17 50 25 00 27 00 27 00 27 00
Arerage No. of months Schools have been taught by a Female Teacher.	44084848048888888888888888888888888888
Arerage No. of Montha Schoola have been taught by a Male Teacher.	1 80 80 80 80 80 80 80 80 80 80 80 80 80
Average Number of months Chil- dren between 4 and 20 years of age have attended School.	44963466 4486 1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-
Number of Children over twenty years of age who have attended School.	10 10 8 8 1
Number of Children under four years of age who have attended School.	8 1808 4 1884
Number of Children over 4 and under 20 years of age who have attended School.	128 130 177 123 123 123 124 123 124 125 127 127 128 129 129 129 129 129 129 129 129 129 129
Total Mumber of Children resid- ing in Town over 4 and under 20 years of age.	186 171 189 189 189 189 189 189 189
Number of Fensale Children 1e- siding in Town over 4 and un- der 20 years of age.	182 182 193 104 104 105 105 105 105 105 105 105 105 105 105
-biser of Male Children resid- ing in Town over 4 and under 20 years of age.	105 105 105 105 105 105 105 105 105 105
Arerage No. of months Schools have been taught,	74000000000000000000000000000000000000
No. School Houses in Joint Dist.	
No. p'ts Dist. which have not Rep.	
No. of parts of Districts.	MH44HH00H 1034 00 Cl4
No. of Diet. which have not Rep.	
No. of School Districts.	<b>60 - 60 - 40 - 40 - 40 - 40 - 40 - 40 - </b>
Varnes of Counties and Towns.	Adams Adams Brownville Chester Chester Dell Prairie Easton Grand Marsh Jackson Leols Monroe New Haven New Haven Rewton Guincy Richfield

Strong's Prairie.	a ∞	; ; ;;		: : :  : : :	154-5	30	888	5,88			G 69 60		2 4 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	<u>အကျောင်း</u>	2-3	\$2.8	<u>।</u>  8 <i>६</i> 8	123 1838
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Greenwood	49	1	-	-	4 1-5	89	49	135	3	61	7	4 1-2	tr)	2	_	ŝ	19	7
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Harmony	es.	;	60	+	4 1.3	79	65	129	300	GY	9 4	3 5-8	0-6	60	9-6	Ç	00	
Jefferson	6	;		4	5 1.20	202	165	367	324		18	3 2-1	1 3 1-16	삸	9.4	23	63	33
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Stark	4	_;	ÇT	-:	44	61	56	117	88	9	¢ŧ	62		CQ.	_	즚	00	
Sterling	40			द् <u>या</u> 	3 5-9	117	2	188	124	*****	7	2 3-10	0 11	er)	_	ES.	00	
Union	es.	6. 0		1 1	12 to	18	63	41	83			*	ಣ	<u> </u>	_	೩	8	0
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Wheatland	20	i		_; es	9 9 9	100	611	219	175	e1	ಣ	က်	3 1-5	-	φ	ନ୍ଦ	40	6
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	8		37	116		1.959	1,872	3.831	2.762	36	28	<u>-</u>	2.5	m l	<u> </u>	2	[ [#	11 63

Average amount of Wages per- sredeast element of throm.	
Average amount of Wages per A. e.e. and to Male Teachers,	######################################
Arerage No of montha Schools have been taught by a Female Teacher.	6 1 1 1 2 1 2 1 4 8 8 8 4 4 8 8 8 8 8 8 8 8 8 8 8 8 8
Average No. of months Schools have been taught by a Male Teacher.	8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8
Arerage No. of months Children between 4 and 20 years of age have attended School.	66 1-2 66 1-2 66 1-2 67 1-2 67 1-2 67 1-2
Mo. of Children over 20 years to age who have attended Gebool.	
No. of Children under 4 years of age who have atttended School.	8 19-0 H
No. of Children over 4 and under 20 years of age who have at-tended School.	£ 1 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2
Total namber of Children resid- ing in Town, over 4 and under 20 years of age.	132 132 132 132 133 143 143 143 143 143 143 143 143 143
Number of Female Children re- siding in Tewn, over 4 and un- der 20 years of age.	8038488 8483474668
Aumber of Male Children resid- ing in Town, over 4 and under 20 years of age.	95 95 10 10 10 10 10 10 10 10 10 10 10 10 10
Average No. of months Schools have been taught.	3 1-3 6 1-2 6 1-2 7 1-2 5 1-4 5 1-2 5 1-2
No. School Houses in Joint Dist.	
No. p'te Dist. which have not Rep.	
No. of parts of Districts.	8 H 8 H 8
No. of Dista. which have not Rep.	
No. of School Districts.	8444848484444
Ames of Counties and Towns M	Brown— Depere Depere Depere Village Belleview Eaton Green Bay Green Bay Glenmore Holland Howard K. Howard Borough Humbolt Lawrence Morrison Merrison Freshe

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8888	888888 8 88888	388833888
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in line	61 62 61	84 10 118 4 84 84 864
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Average Mo. of months Schools have been taught by a Female Teacher.	
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Average No. of mouths Children between 4 and 20 years of age have attended School.	8446 66 64 66 64 66 64 66 64 66 64 66 64 66 64 66 64 66 64 66 64 66 64 64
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Total No. of Children residing to to the Did of Children paster Sugar base and under Sugar years of age.	988788875588888888888888888888888888888
Mo. of Female Children reading in Town, over 4 and under 20	933495588355555 5354955883555555
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Average No. of months Schools have been taught,	619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-22 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23 6619-23
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Average amount of Wages per month paid to Male Teachers.	l	2												_		26
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Average No. of months Schools have been taught by a Female	7.	6 1-4	4	-	4 6.	4 1.	43-	<u>.</u>	3 13-		2 1-5		6 1-4	3 15-	6 1-3	44-1
Average No. of months Schools have been taught by a Male Teacher.	6	1 3-8		4		227-28		-	3 2-3		2 9.10	4	<b>—</b>	216-16	8 3-4	3 9-10
Average No of months Children between 4 and 20 years of age have attended School.		1-8	95-11		1-2	3-14	<b>5-8</b>	6-11	3-4	8-20	8 6-10	1.5	-	17		6 2-3
No. of Children over 20 years of age who have attended School,	က	က												4		186
Mo. of Children under 4 years of age who have attended School.		11	4	20	11	19	18		4	_	<del>-</del>	0	90	10		187
No. of Children over 4 and under 20 years of age who have at- tended School.	325	410	8	255	453	693	240	343	664	8	360	544	282	469	437	11,324
Total Mo. of Children residing in Total Mo. of Children under 20 mger 4 and under 20 mge.	723	199	689	<b>428</b>	633	768	755	485	774	803	883	672	373	775	628	16,660 1
No. of Female Children residing in Town, over 4 and under 20 years of age.	338	262	343	183	287	375	375	222	345	88	405	311	179	768	316	7,015
No. of Male Children residing in Town, over 4 and under 20 years of age.	385	289	345	245	346	393	8	- 593 -	429	263	481	361	193	38		8,745
Average No. of months Schools have been taught.	5 1-2	7.7-9	<u>ح</u>	6 1-4	9-59	7	7 19-26	6 4-11		7 7-8	5 17-20	7 9-17	7 1-9	6 18-16	20.5	
No. School Houses in Joint Dist.		က	:	<u>त</u>	:	<b>n</b>	ST.	4	67	_	લ	_	<del>α</del>	7	25	158
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\* Only the Number of Children Reported.

Table No. I.—continued.

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Average amount of Wages per month pd. to Female Teachers.	18	19	14	18		7 :	7	14	13	2	7	2	250
Average amount of Wages per amount to Male Teachers,		_	25 00			96	1	23 88			-		385 585
Average No. of months Schools have been taught by a Female Teacher.		<b>C</b> ?	<u>က</u>	4		<u> </u>	2	8 1-2	4	<u></u>	က	က	4 7-10 8 1-4
A verage No. of months Schools have been taught by a Male Teacher.	4	m	4	<u> </u>		<u> </u>	ø	8 7-9	4	<b>8</b> 2		_ 1	2 + 0 9 6
Average No. of months Children between 4 and 20 years of age have attended School.	4	. W	က	4		<u>ო</u>	3	378	1.	10	•		474 21-0
No. of Children over 20 years of age who have attended School.			2	15		40	<b>x</b>	88	13	7	10	<b>•</b>	200
No. of Children under 4 years of age who have attended School.			_	•		m ·	4	55	*	4	•	*	40
No. of Onildren over 4 and under 20 years of age who have attend- ed School,	AŠ6	2 2 2 2 3 3 3 3	22.1	161		8	192	7,988	450	179	8	8	454 486 820
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Names of Counties and Towns.  No. of School Districts.  No. of Dists. which have not Rep.  No. of parts of Districts.	Mineral Point City.  Mission  Moscow  Fulsaki  Ridgeway  Waldwick  Wandwick  Wandwick  Wandwick  Wandwick  Wandwick  Wandwick  Wandwick  Wandwick  Wandwick  Wandwick  Wandwick  Wandwick  Wandwick  Wandwick  Wandwick  Wandwick  Wandwick  Wandwick  Wandwick  Wandwick  Wandwick  Wandwick	Albion Alma Northfield Birton Birting Seld Iving
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20 years of age who have at. tended School.  No. of Children under 4 years of age who have attended School.	503 8 296 1 285 2 509 6 124 3 209 1	259 212 22 22 1113 68
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       101         92         193         156         4         6         1-2         8         8         1         8         8         1         8         1         8         90         71         161         144         167         1         4         8         1         4         8         1         4         1         8         9         9         1         4         1         1         4         1         1         4         1         1         4         1         4         1         4         1         4         1         4         1         4         1         4         1         4         1         4         1         4         1         4         1         <th< td=""><td>Continued.         4         6         4         6         4         6         1         16         20.4         171         375         287         2         7         4         3.5         3.3-5         4         8         8         1         16         1.2         101         92         193         156      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    3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5</td><td>-Continued.  -Continued.  >-Continued.  -Continued.  >  Continued.                                      </td></th<>	Continued.         4         6         4         6         4         6         1         16         20.4         171         375         287         2         7         4         3.5         3.3-5         4         8         8         1         16         1.2         101         92         193         156         2         7         4         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5         3.5	-Continued.  -Continued.  -Continued.  -Continued.  -Continued.  -Continued.  -Continued.  -Continued.  -Continued.  -Continued.  -Continued.  -Continued.  -Continued.  -Continued.  -Continued.  -Continued.  -Continued.  -Continued.  -Continued.  -Continued.  -Continued.  -Continued.  -Continued.  -Continued.  -Continued.  -Continued.  -Continued.  -Continued.  -Continued.  -Continued.  -Continued.  -Continued.  -Continued.  -Continued.  -Continued.  -Continued.  -Continued.  -Continued.  -Continued.  -Continued.  -Continued.  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nounth paid to Female Teachers.	£8288888888888888888888888888888888888
Toq sageW lo tanoms ageravA	544454660066548
Average amount of Wages per month paid to Male Teachers.	<u>\$</u> 482888258828258 2588888888888
Average No. of months Schools have been taught by a Female Teacher.	
Average No. of months Schools have been taught by a Male Teacher.	2 2 3 3 4 4 5 10 6 8 8 9 10 8 8 9 10 8 8 9 10 8 8 9 10 8 8 9 10 8 8 9 10 8 9 10 8 9 10 8 9 10 8 9 10 8 9 10 10 8 9 10 10 8 9 10 10 10 10 10 10 10 10 10 10 10 10 10
Average No of months Children between 4 and 20 years of age have attended School.	
No. of Children over 20 years of age attended School.	
No. of Children under 4 years of separate attended behavior.	114 2 11 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
No. of Children over 4 and under 20 to 20 years of age who have at-lended School.	28.4 28.4 28.4 28.4 28.4 28.4 28.4 28.4
Total Mo. of Children residing in Town, over 4 and under 20 prays of age.	728 633 633 774 774 672 672 672 673 673 673 673 673 673 673 673 673 673
Mo, of Female Children residing in Town, over 4 and under 20 years of age.	338 262 343 375 345 346 311 311 311 311 311 311 311
No. of Male Children residing in Town, over 4 and under 20 reserves of age.	285 285 385 386 386 381 381 381 381 381 381 381 381 381 381
Average No. of months Schools have been taught.	377-9 261-4 261-4 377-9 377-9 177-8 177-8 179-17 1618-16
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No. of Diste. which have not Rep.	: : : : : : : : : : : : : : : : : : :
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Average amount of wages per ground is paraged in the paid to Female Teachers	2400282222222 24002822003305241
Average amount of wages per month paid to Male Teachers.	88488484884488 88884888884888
Average No. of months Schools have been taught by a Female Teacher.	63 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8
Average No. of months Schools have been taught by a Male Teacher.	0100 64 64 65 64 64 64 64 64 64 64 64 64 64 64 64 64
Average No. of months Children between 4 and 20 years of age have attended School.	<u> </u>
Mumber of Children over twenty years of age, who have attend-bed School.	
No. of Children under 4 years of age, who have attended School.	84 € 84 64
No. of Children over 4 and under 20 years of age who have at-	331 331 331 331 331 331 331 331 331 331
Total No. of Children residing in Town over 4 and under 20 years of age.	2119 409 684 684 514 515 515 647 877 877 877 877 877 877
No. of Female Unildren residing in Town over 4 and under 20 years of ago.	252 253 253 253 253 253 253 253 253 253
Mo. of Male Children residing in O. oV. Town over four and under 20 reser	965 986 151 186 187 187 187 187 187 187 187 187 187 187
Average No. of months Schools have been taught.	11000000000000000000000000000000000000
N. School Houses in Joint Dist.	
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Platteville ..... | 8 |... | 1 |...|...|6

TABLE No. I.—continued.

month pd, to Female Teachers.					•		4 86		_	_		_	- 8 - 4 - 4
Average amount of Wagra per	¥	19	<b>~</b> ;	Ħ		17		7-4	Ă	<b>-</b> 1	<b>~</b>	<b>~</b> ;	= ®
Average amount of Wages per A month paid to Male Teachers.		25 00			•	32	1						33 33
Average No, of months Schools have been taught by a Female Teacher,		61	<u> </u>	<b>*</b>		<u> </u>	8 1-2	_	<u></u>	က	က	8	34.0
A verage No. of months Schools have been tanght by a Male Teacher.	4	က	4	<del></del>	<u>a</u>	<u> </u>	8 7-9	4	<u> </u>	<b>C</b> 1	_	<b>~</b> ,	4 6 - Q - Q
Average No. of months Children between 4 and 20 years of age have attended School.		<u>. w</u>	က	4	6	<u>o es</u>	378	1.	- <b>20</b>	:	<b>C</b> 1	<b>~</b> •	7 6 7 7
No. of Children over 20 years of age who have attended School.			<b>S</b>	15	-	# CC	88	138	_	10	<b>9</b>	<u>°</u>	<b>3</b> (6
No. of Children under 4 years of seed a strended school.			_		•	ი ◀	58	<b>-</b>	7	•	*		40
No. of Onlidten over 4 and under 20, of Ochool. School,		888 -	221	161			7,988	1 450	179	8	62	797	# S S S S S S S S S S S S S S S S S S S
Total No. of Children residing of in 100 of the A snd under 20 of age,	1017	471	335	द्ध	017	936	11996	610	200	988	868	2	414
Mo. of Female Children residing in Town, over 4 and under 20 years of age.	25	197	169	114	101	180	5,771	350	\$ E	1	175	266	1963
Mo. of Male Ohildren residing in To oh ohild on the said under 20 years of age.	515	272	166	90	33	3 5	6,244	286	\$ <u>\$</u>	202	218	8	218
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Total No. of Children residing in Town, over 4 and under 20 years of age.	25 5 2 4 2 8 8 2 4 5 E	25
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have been taught by a Female Teacher,	80000 H 80 C 40
Average No. of months Schools	<b><i>PUCHOLOGAABAABABABABABABABABABABABABABABABABAB</i></b>
Average No. of months Schools have been taught by a Male Teacher.	
between 4 and 20 years of age	2000 44 8 CAC
Average No. of months Children	
No. of Children over 20 years of age who have attended School.	a 45 -588ae84848
No. of Children under 4 years of age who have attended School.	@ 4@ @ w & 4 d
No. of Onildren over 4 and under 20 years of age who have attend-ed School.	485 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8
Total No. of Children residing in Town, over 4 and under 20 years of age,	887 493 547 547 565 665 665 665 665 665 665 665 665 66
Mo. of Female Children residing in Town, over 4 and under 20 years of age.	88 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8
No. of Male Children residing in Town, over 4 and under 20 years of age.	25
Average No. of months Schools have been taught.	- 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2
No. School Houses in Joint Dist.	<u> </u>
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No. of parts of Districts.	400000440000
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Names of Counties and Towns.	WAUKREHA— Oconomowoc Eagle Muskego Muskego Wernen Ottawa Brookfield Lieben Merton New Berlin Waskegha Delafield Genesse

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Average amount of wages per month paid to Male Teachers.	<b>8888888</b>	<b>488888</b>
Теяслет.	4 64	8 4 800
Average No. of months Schools have been taught by a Female	<u>48384848</u>	404044 44 6 4
have been taught by a Male Teacher.	# 4 4 4 4 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	60 1-61
Average No of months Schools	<u> </u>	<u>844488</u>
have attended School.	∞ <b>→</b> ∞	84 FE8
Average No. of months Children age of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and Jetus of Section 19 and J	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	
years of age, who have attend- ed School.	8 co co co co	
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bebriera evad odw (ega lo	40 t	4-4-63
No. of Children under 4 years		
No. of Children over 4 and under 20 years of age who have at- tended School.	158 169 207 121 150 217	2018 2056 2018 2018 2018
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No. of Female Children residing in Town over 4 and under 20 years of ago.	69 1131 1108 109 117,1	188 107 107 179 140
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Town, over 4 and under 20	4	1.95	_==	200					13.5	% 4. 4.		34
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have been taught.	91	10	١٥٠	00		9	7	2		7	4	<u> </u>
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No. School Houses in Joint Dist.	22.	-=	8	. 6	3	-		138	7	30	Ā	
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Names of Counties.	Adams,	ged Ax,	Brown,	Buffalo	Ohimen	Clerk	Columbia	Orawford,	Dase,	Decigo	Douglas,	Duos.

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Average amount of Wages per month of Male Teachers.	2882488 288488
Average No. of months Schools have been taught by a Female Teacher.	8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8
Average No. of months Schools have been taught by a Male Teacher.	2 2 2 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3
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No. of Children over 20 years of sge who have attended School.	120 2,886
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No of Children over 4 and under 20 of Children over 4 and 20 pract at a feed and 20 chool.	8,422 2,063 2,083 5,191 404
Total No, of Children residing 10 grill in 10 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 miles 20 mi	10,665 3,447 3,546 8,398 613 286,984
No. of Female Children residing of rebut has 4 sec awol' at years of age.	5,137 1,686 1,711 4,182 283 139,015
No. of Male Ohildren residing of rebun bas & soun notes 20 years of age.	5,596 1,809 1,834 4,211 329 147,863
Average Mo. of months Schools frave been taught.	25 4 4 4 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5
No. School Houses in Joint Dist.	211.12
No. p'te Dist. which have not Rep.	114012
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Ma. of Sebool Districts.	97 27 28 28 28 28 28 28 28 28 28 28 28 28 28
Memos of Counties,	fackosha, faceshara, finnebago,

TABLE No. II.

and cap'ded for other practices of the party seems	24
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Amount of money remaining un- absheads	8 50 8 50 5 00 84 52
Amonat of Money expended for other purposes.	25 00 142 69 35 86
-id tot bing yeard to Lit-	
Amount of Money p'd for Teach- ers' Wages.	484 00 40 00 210 50 237 00 91 96 135 73 194 51 141 00 141 00 141 00 141 00 141 00 141 00 141 00
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Amount of Money received from County Transler.	28 2 5 5 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2
Names of Counties and Towns.	Adams Adams Brownville Chester Dell Pravie Easton Grand Marsh Jackson Leols Monroe Monroe Mowark Valley Preston Rewark Valley Preston Rewark Valley

131 55   120 00   208 00   208 00   1   1   1   1   2   4   9   1   1   1   2   5   0   1   1   2   2   2   2   2   2   2   2	131 55   120 00   125 00   125 00   3,519 09   11,275 90   1	3,100 92, 2,696 G2,   223 70  125 U2  3,519 09    1,975 90    1   1   1   1   1   1   1   1   1	145 00 78 113 00 160 40 00
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85         36         85         36         35         00         15         00         15         00         15         00         15         00         15         00         15         00         15         00         15         00         15         00         15         00         15         00         15         00         15         00         15         00         15         00         15         00         15         00         15         00         15         00         15         00         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46<	158 94   199 04   199 04   199 04   199 04   199 04   199 04   199 04   199 04   199 04   199 04   199 04   199 04   199 04   199 04   199 04   199 04   199 04   199 04   199 04   199 04   199 04   199 04   199 04   199 04   199 04   199 04   199 04   199 04   199 04   199 04   199 04   199 04   199 04   199 04   199 04   199 04   199 04   199 04   199 04   199 04   199 04   199 04   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   199 05   1	158 90	80
339         38         837         84         15         20         15         20         15         30         15         31         32         31         31         32         31         32         31         32         31         32         31         32         31         32         44         32         44         32         44         32         44         32         44         32         44         32         44         32         44         32         44         32         44         32         44         32         44         32         44         32         44         32         44         32         44         32         44         32         44         32         40         45         40         45         40         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         4	339         98         837         84         140         35         90         15         31         31         31         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32         32	339     38     377     84       116     83     306     30       181     45     249     53       469     96     48     80       191     194     00     178       240     79     194     00       181     45     249     53       240     79     42       194     00     10     48       194     00     10     48       194     00     10     22       194     00     10     22       194     00     10     22       194     00     10     22       194     00     10     22       195     00     10     22       196     10     22     24     24       196     10     24     24     24       120     10     24     24     24     24       120     10     24     24     24     24       120     24     24     24     24     24     24       120     25     10     11     25     24       120     26     10     10     11     10 <tr< td=""><td>778</td></tr<>	778
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181 45         249 52         178 44         10           469 96         469 96         178 40         178 44         10           240 76         334 41         106 60         22 00         48         15           91 19         91 19         91 19         48         10         46         46         48         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46	181 45         249 52         178 44         10           469 96         469 96         178 44         10           240 76         334 41         186 26         247 00         48 80         15           91 19         91 19         91 19         48 80         15         67 00         46           156 60         155 60         22 00         407 65         20         46         105 00         407 65         20           138 60         165 00         23 06         249 60         179 75         51         51         50         40         40         407 65         20         46         20         40         40         40         40         40         40         40         40         40         40         40         40         40         40         40         40         40         40         40         40         40         40         40         40         40         40         40         40         40         40         40         40         40         40         40         40         40         40         40         40         40         40         40         40         40         40         40         40 </td <td>181 45     249 52       469 96     469 96       240 76     334 41       19 96 199     194 00       19 97 19     194 00       19 91 19     19 19       10 19 91 19     105 60       12 42     105 60       13 60 155 60     22 00       13 19 105 00     20 00       13 19 105 00     20 00       13 10 105 00     20 00       12 12 12 12 13     10 00       12 13 14 10     11 17 61       12 14 10 10     11 17 61       12 12 12 13     11 17 61       12 13 16 17 16 17 17 61     11 17 61       12 12 13 16 17 17 17 61     11 17 61       12 12 13 16 17 17 17 61     11 17 61       12 13 16 17 17 17 61     11 17 61       12 15 16 17 17 17 61     11 17 61       12 15 17 17 17 61     11 17 61       12 17 17 17 61     11 17 61       12 17 17 17 17 61     11 17 61       12 17 17 17 17 61     11 17 61       12 17 17 17 17 17 61     11 17 61       12 17 17 17 17 17 17 17 17 17 17 17 17 17</td> <td>117 29 188 10</td>	181 45     249 52       469 96     469 96       240 76     334 41       19 96 199     194 00       19 97 19     194 00       19 91 19     19 19       10 19 91 19     105 60       12 42     105 60       13 60 155 60     22 00       13 19 105 00     20 00       13 19 105 00     20 00       13 10 105 00     20 00       12 12 12 12 13     10 00       12 13 14 10     11 17 61       12 14 10 10     11 17 61       12 12 12 13     11 17 61       12 13 16 17 16 17 17 61     11 17 61       12 12 13 16 17 17 17 61     11 17 61       12 12 13 16 17 17 17 61     11 17 61       12 13 16 17 17 17 61     11 17 61       12 15 16 17 17 17 61     11 17 61       12 15 17 17 17 61     11 17 61       12 17 17 17 61     11 17 61       12 17 17 17 17 61     11 17 61       12 17 17 17 17 61     11 17 61       12 17 17 17 17 17 61     11 17 61       12 17 17 17 17 17 17 17 17 17 17 17 17 17	117 29 188 10
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220 76         334 41         196 26         247 00         48 80         15           91 19         91 19         19 19         22 00         46           79 42         79 42         22 00         46         40           156 60         155 60         22 00         8         67 00         9           138 08         105 00         215 00         8         20 00         8         20 00           469 25         460 74         15 00         179 75         51         51           500 50         48 62         110 00         179 75         51           46 22         168 63         166 64         117 61         75 00         23           4213 86         4,516 82         1,536 01         1,536 01         560	220 76         334 41         196 26         247 00         48 80         15           91 19         91 19         91 19         92 00         48         40         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46         46	220 76         334 41         196 26         247 00         48 80         15           91 19         91 19         91 19         22 00         46           79 42         79 42         79 42         22 00         46           156 60         155 60         22 00         46         67 00         9           138 08         105 00         21 00         21 00         21 00         407 65         20           469 25         460 74         28 50         249 60         179 75         51           500 50         483 67         166 53         117 61         179 00         4           46 22         168 63         166 56         117 61         75 00         23           45 22         168 63         170 64         23 00         1,890         1           170 64         170 64         170 64         23 00         3	82 314
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79 42         79 42         67 00         8           156 60         155 60         407 65         20           138 09         165 00         215 00         215 00           469 25         460 74         166 00         179 75         51           500 50         483 67         166 00         179 75         51           46 22         168 63         166 96         117 61         75 00         23           4213 86 4,516 82         48 22         168 63         168 63         168 648 21         168 63         168 63         168 63         168 63         168 63         168 648 21         168 648 21         168 648 21         168 648 21         168 648 21         168 648 21         168 648 21         168 648 21         168 648 21         168 648 21         168 648 21         168 648 21         168 648 21         168 648 21         168 648 21         168 648 21         168 648 21         168 648 21         168 648 21         168 648 21         168 648 21         168 648 21         168 648 21         168 648 21         168 648 21         168 648 21         168 648 21         168 648 21         168 648 21         168 648 21         168 648 21         168 648 21         168 648 21         168 648 21         168 648 21         168 648 21         16	79 42         79 42         79 42         67 00         8           155 60         155 60         155 60         407 65         20           138 08         105 00         28 50         349 60         179 75         51           469 25         460 74         1 56         110 00         179 75         51           500 50         483 67         1 56         110 00         112 10         4           46 22         168 63         1 166 96         117 61         75 00         23           4,213 88 4,516 82         82         82 00         1,88 01         560	79 42         79 42           156 60         155 60           138 08         105 00           489 26         460 74           28 50         349 60           120 89         179 75           120 89         179 75           120 89         179 75           120 89         170 89           120 89         117 61           120 89         117 61           120 89         118 63           120 89         117 61           120 89         117 61           120 89         117 61           120 89         117 61           120 89         117 61           120 89         117 61           120 89         117 61           120 89         117 61           120 89         117 61           120 89         117 61           120 89         117 61           120 89         117 61           120 89         117 61           120 89         117 61           120 89         117 61           120 89         118 60           120 89         118 60           120 89         110           120 89	12
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Amount of Maney raised by tax and expended for Teachers' Wages.	14.9 9.4 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.0 9.0 15.
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Amount of Money raised by tar- sud expended for Teachers' Wages.	200 877 500 873 500 873 500 873 500 873 500 873 500 873 500 873 500 873 500 873 500 870 78
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Amount of Money expended for sales	8
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Total amount of Money received.	2288827488855548 258827488865548 258827338873533
Amount of Money received from other sources,	1 A A A
Monut of Money received from Towns:	\$6238658858587788 88888888484848
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Amount of Money raised by tax and expend'd on School Houses.	169 85 206 07 723 00 100 00 727 80 4 00 280 00 288 00 745 80 895 28
Amount of Money raised by tax and expended to District Libraries.	4 84 15 90 84 15 84 15 15 15 15 15 15 15 15 15 15 15 15 15
Amount of Money raised by taxing the angel of Tenders' Wages,	204 04 142 58 147 72 292 525 292 526 292 526 1,076 50 1,076 50 634 83 1,400 00
Amount of Money remaining un- behasque.	36 47 13 76 50 89 464 14
Amount of Money expended for other purposes.	893 73
Amount of Money paid for Li-	23 06 23 06 20 00 20 00 20 00 20 00
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Museum of Money received from Town?	334 96 129 33 24 54 25 52 53 25 55 53 25 55 53 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 55 25 25 25 25 25 25 25 25 25 25 25 25 2
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Am't of money raised by tax and expended for other purposes.	25 25 25 25 25 25 25 25 25 25 25 25 25 2
hus't of money raised by tax and expended on School Houses.	2,818 118 118 118 20 20 20 20 20 20 20 20 20 20 20 20 20
Amount of money raised by tax and expended for District Li- brarice,	74 80 00 00 00 00 00 00 00 00 00 00 00 00
Amount of money resided by text and expended for Teachers'	242 14 242 14 322 56 769 00 531 48 815 90 114 81 197 00 210 00 210 00 434 67
Amount of money remaining un- expended.	25 25 25 25 25 25 25 25 25 25 25 25 25 2
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Amount of money paid for Li- braties.	12 00 00 00 00 00 00 00 00 00 00 00 00 00
Amount of money paid for Teach-	5,525 40 638 00 638 00 1,134 46 1,083 58 725 97 725 97 725 97 725 97 725 94 725 94 725 94 725 94 727 98 727 98 728 96
Total amount of money received.	2453 2453 2453 254 254 255 255 255 255 255 255 255 255
Amount of money received from A other sources.	285 20 20 20 20 20 20 20 20 20 20 20 20 20
mort bevieser received from a Tressurer.	268 48 136 20 136 24 176 00 176 00 175 14 175 00 175 14 175 16 175 16 175 16 175 16 175 175 175 175 175 175 175 175 175 175
Amount of money received from County Tressurer.	201 00 201 00 201 00 201 00 202 50 202 50 202 00 111 00 123 50 123 50 123 50 123 50 123 50 123 50
Mamos of Counties and Towns.	Ford du Lac City Auburn Auburn Auburn Auburd Alto Byron Calumet Calumet Empire El Dorado Eden Forest Forest Forest Forest Forest Forest Forest Forest Forest Forest Forest Forest Forest Forest Forest Forest Forest Forest

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\*Including \$280 Normal Fund.

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Amount of Money raised by tax and expended for other purposes.	350 00 279 78 40 67 38 00 125 50 110 00	101 00 9 50 29 40
Amount of Money raised by tax seed.	2,756 00 105 50 264 00 26 75 209 00 6,911 64	8 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9
Amount of Money raised by tax and expended for District Libraries.	38 60	
Amount of Money raised by taxistates and expended for 'leachers' sages.	300 00 296 30 645 00 151 00 527 60 435 00 435 00	716 64 162 43 246 00 593 66
Amount of Money remaining un- expended.	11 60	1 25
Amount of Money expended for other purposes.	386 28	
Amount of Money paid for Li-	4 53	
Amount of Money paid for Teach- ers' Wages.	840 88 872 88 872 28 847 24 146 99 344 68	410 27 387 05 695 50
Total amount of Money received.	840 82 838 50 872 28 247 24 253 59 132 83 374 25 9,922 06	
Amount of Money received from other sources.		
Amount of Money received from Town Treasurer.	332 18 320 96 146 88 142 84 111 08 111 08	156 59 149 00 149 00
Amount of Money received from County Tressurer.	508 16 225 40 152 40 152 40 152 40 152 46 88 27 88 27 88 27	256 254 208 208 208 208 208 208 208 208
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Amount of Money raised by tax and expended on Sch'l Houses.	98	827488 827488 827488 837488 8386 8386 8386 8386 8386 8386 8386 8
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Amount of Money raised by tax and expended for Teachers' Wages.	477 89	295 95 95 95 95 95 95 95 95 95 95 95 95 9
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Amount of Money expended for	142 50	25 25 25 25 25 25 25 25 25 25 25 25 25 2
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Amount of Money p'd for Teach- ers' Wagea.	477 89	289 267 267 275 275 275 275 275 275 275 275 275 27
Total amount of Money received.	907 49	234 257 258 258 258 258 258 258 258 258 258 258
Amount of Money received from other sources.		
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Rames of Counties and Towns.	A Pointh Bayfield	Argyle Argyle Belmont Benton Center Clenter Fryette Gretiot Kendell Konticello Fey Digginge

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Amount of money raised by tax bia being bia bia being bia.		5 00 2	•	•	2 c	•		8 00	•		1 1
Amount of money raised by tax and expended for Teachers' wages.	-	1,026 68				446 105			_	•	<b>490</b>
Amount of money remaining un- expended.	126 00	836 62		80 88	9	6			•	\$ 5 \$ 5	• • •
Amount of money expended for other purposes.	<b>\$</b>	527 52	•	55 95	•	20.00	}	<b>38</b>	_	• ]	88
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Amount of money paid for Teach- ers' wages.	8	1,296 80				136 98 136 61					
Total amount of money received.		2,966 20				141 69					
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Sames of Counties and Towns.	ARATHON—continued. Stettin		Arquerre	Montello	Shields	Orațel Leke	Harris	Oxford	N eahkoro	Description	Parties.

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\*This includes the money raised by tax for all school purposes.

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Amount of Money raised by tax sad expended on Schil Houses.		8,318 10	60 00		00 009		1,072 00	88 88
Amount of Money raised by tax and expended for District Li-braries.		-						
Amount of Money raised by tax snd expended for Teachers' Wages.		6,496 17				650 00	2,973	98
Amount of money remaining un- expended.	• •	3,966 05		41 82		10 28	52 12	39 37
Amount of Money expended for other purposes.	•	868 67		_	3 3 166 90	27 89	1	
-id not biad vend to tanoma.  Amount of Money paid for Li-		•••••						
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Total amount of Money received.	207 60	5,639 37			108 204 308 308	•	3,696 46	986 988 50
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Amount of Money received from County Tremuter.	116 00 519 116 00 91 117 117 117 117 117 117 117 117 117
Town Treasurer.	25 25 25 25 25 25 25 25 25 25 25 25 25 2
other sources.  Total amount of Money received.	2222222222222 222222222222222222222222
Amount of Meney paid for Teach- ers' Wages. Amount of Money paid for Li- braries.	1188 1288 1288 1288 1288 1288 1288 1288
Amount of Money expended for other purposes. Amount of Money remaining un- expended.	80 51 59 86 10 00 13 804 78
Amount of Money raised by tax and expended for Teachers.  Wages.  Amount of Money raised by tax ax and expended for District Living Linital for District Living	1183 00 273 00 125 00 173 00 173 00 173 00 163 00 160 00 160 00 160 00
Amount of Money raised by tax and expended on Sohl Houses.	92 5 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6
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Amount of Money raised by tax-sees.	848 28 28 48 48 88 88 88 88 88 88 88 88 88 88 88
Amount of Money raised by tax. seen blouses.	975 00 100 00 100 00 419 00
Amount of Money raised by tax and expended for District Libraries,	
kmount of Money raised by tax sechetairs. Teachers was Wages.	386 15 166 60 182 90 25 98 90 260 50 260 50 310 00 310 00
-au gainismer remsining un- expended.	63 43 391 61 91 75
Amount of Money expended for other purposes.	35 41 166 90 22 80 69 00 16 00
-id tot bisq pead to the Li- braries.	
Amount of Muney paid for Teach- ers' Wages.	272 77 272 77 250 00 180 00 125 00
Total amount of Money received.	272 75 156 80 156 80 178 48 157 75 156 16 151 75 151 75 152 76
Amount of Money received from another sources.	114 51
Amount of Money received from Town Tressurer.	121 60 120 66 120 66 28 100 82 100 87 11 600 87
Amount of Money received from County Tremsurer.	38788828288 3583888888888888888888888888888
Names of Counties and Towns.	Chox — continued.  Reu Galla. St. Joseph. Hammond. Cylon. Somerset. Richmond. Hudson City Hudson. Friemnt Valley. Erin Prairie. Warren. Rush River. Troy

40 85 25 59 25 34 30 35 63 800 00 129 00	8,128 95 2-8	191 38 730 20 312 69 86 61	420 68 256 23 6 14 66 63 255 05	93 31 20 329 00 107 91 90 64 67 110 67 90 92 32 239 96 131 00 112 78	10 131 160 75 4 231	9 85 59 15
89 61 884 00 123 00 480 00 10	1.076 61 39	1046 25 8 1222 14 739 09	1845 00 471 65 1997 89 6 223 76 423 56	898 22 838 55 378 87 10 674 10 5 399 81 5	1094 50 400 00 13,540 51 28	58 34 269 00
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Tamperator—Arcadia. Caledonia. Gale. Preston. Sumner.		WALWERTH—Sharon Darien Richmond	Whitewater Walworth Delavan Sugar Creek La Grange	Linn Geneva I.a Fayette Troy Bloomfield Hudson	East Troy Elk Horn	Addison Barton Erin

TABLE No. II.—continued.

Amount of Money raised by tax and expended for other purposes.		946	884448
	- : :		2 989:
Amount of Money raised by tax search foods and expended on School Houses.	•	328	990 7 990 7 990 7 990 7 990 7
Amount of Money raised by tax and expended for District Libraries.			90
kmount of Money raised by tax enedeselt tot bebasedese. Wages.	187 86 132 00 67 48 800 00		
-au gaiaismer remaining un- bebasqxe.	• • • - •	35 66	
Amount of Money expended for other purposes.	00 09	00 (9	
Amount of Money paid for Li- braries.			8
Amount of Money paid for Teach- ers' Wages.	776 90 386 96 1167 10 750 00 519 00	1	651 58 898 14 491 00 448 84 275 66
Total amount of Money received.	776 90 387 70 1167 10 869 50 619 00	1	655 393 393 446 346 845 868 868 868 868
Amount of Money received from other sources.			
Amount of Money received from Town Treasurer.	\$55 86 \$55 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$65 86 \$6		245 96 135 90 171 90 140 140 18 18
Amount of Money received from County Tressurer.	354 50 180 50 511 50 319 50	<u>88   4</u>	25.69 25.69 25.69 27.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59 20.59
Lames of Counties and Towns.	Jackson Kewaskum Polk Richfield Trenton	Bend	Oconomowoc  Eagle Muskego Mukwanago Vernon

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Amount of Money raised by tax and expended for Teachers' Wages.	213 00 22 00 22 00 22 00 00 00 00 00 00 00
Amount of Money remaining un- expended.	59 87 87 58 35 15 10 20 24 68 56 58
Amount of Money expended for	
Amount of Money paid for Li-	
Amount of Money paid for Teach- ars. Wages.	263 214 214 214 214 214 214 214 215 215 215 215 215 215 215 215 215 215
Total amount of Money received.	250 550 105 450 105 450 105 450 105 450 105 105 105 105 105 105 105 105 105 1
Amount of Money received from	
Money received from Town Treasurer,	228 98 64 26 178 61 157 97 75 00 172 91 172 91 151 97 151 97 151 97 151 97 151 97 151 97 151 97
Amount of Money received from County Treasurer.	241111000000000000000000000000000000000
Mannes of Counties and Towns.	Dakota Dakota Dakota Deerfield Hancook Leon Marion Mt. Morris Oasis Plainfield Poysippi Richford Rose Baxeville Baxeville

WCZWZZAGO -					_	_	_			_	_	
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Black Wolf		8					-			-		
Clayton		195									_	
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Oshkosh	_	163 88				***		:			43 00	
Oshkosh City	993 00	773 00	86 9569	6722 98	8456 75		4814 79	921 44	_	:		
Poygan		175 56		664		-	•		_			
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Amount of Money paid for Li-	37 GE 33 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE 35 GE
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Total amount of Money received.	3,100 92 1,131 56 1,609 44 1,609 44 1,000 14 1,000 06 1,100 06 1,100 06
Amount of Money received from action sources.	310 58 164 50 50 00 90 38 126 32
Amount of Money received from Town Treasurer,	1,435 70 49 10 2,619 83 1,605 09 1,779 84 5,436 80 2,047 95 11,456 28 9,114 49 9,114 49 840 00 799 57
Amount of Money received from County Tressurer.	1,864 82 45 1,648 91 1,251 70 1,738 06 1,738 06 1,738 06 1,738 06 1,738 06 1,738 06 1,738 06 1,738 06 1,738 06 1,738 06
Sainneo to seans y	Adame, Ashland, Bad Ax, Brown, Buffalo Calumet Ohippewe, Clark, Columbia, Columbia, Doog

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-ial tot bing yearld for List.	4 29 20 19 19 19 19 19 19 19 19 19 19 19 19 19	
Amonnt of Money p'd for Teach- ers' Wages.	7,747 70 5,429 76 4,273 91 12,217 26 1,662 95	
Total amount of Money received,	8,110 69 4,602 61 4,414 64 14,651 19 3,281 81	
mount of Money received from A. , secures reddo	6,056 98 54 00	- =
mont bevisces received from Town Treasures.	8,296 18 2,586 99 2,640 59 3,891 64 756 49	3
mont beceived from A Money received from Occupity Tressurer.	5,348 74 1,978 09 1,914 39 3,669 50 204 00	7
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kmount of Money raised by tax end expended for Teachers's Wages.	3,519 00 49 10 2,180 78 1,64 96 1,989 71 10,136 19 19,663 97 1,966 00 1,966 42 1,966 44
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Amount of Money expended for	2,574 26 683 49 683 49 677 86 189 83 107 26 1,556 80 1,486 00 1,486 00 1,486 00 1,486 00
Matnes of Counties.	Adama Ashland Bad Az Bad Az Brown Buffulo Calemet Chippews Chark Columbia Crawford Dane Douge Dougles Dougles Dougles Dougles Dougles Dougles Dougles Dougles Dougles Dougles Dougles Dougles Dougles Dougles Dougles Dougles

Amount of Money mised by tax sand expended for other purposes	4,180 94 1,540 89 1,540 89 1,810 17 96 39 1,968 60 2,449 14 4,457 66 1,416 31 42 50 642 09 642 09
Amount of Money raised by tax.	7,025 78 6,911 64 3,944 26 1,914 44 3,421 90 4,271 80 820 84 1,177 50 2,676 47 8,016 30 1,451 61
mat yd beeisri yeneld i'o tanom. Fil toithaid tut bebnedges bas geirste	255 00 20 00 25 00 25 00 20 00 20 00 25 00 25 00 25 00 25 00 25 00
Amount of Money reseed by tax and expended for Teachers's Wages.	8,778 97 10,196 57 6,540 11 6,421 91 7,389 43 4,927 81 4,713 96 4,713 96 4,713 96 1,126 68 8,066 10
on Bainismer venold to tracent.  bebusyze	695 96 32 26 142 30 143 30 143 30 155 62 155 62 43 50 807 53 266 20 615 26 846 69
Amount of Money expended for other purposes.	10,299 87 385 28 285 28 1,134 27 281 07 627 82 3,630 08 142 50 82 85 627 62 160 95
Mannes of Counties.	Fond du Lac Grant Grant Green Green Jackson Jackson Jackson Jackson Juncau Kenoaba Kenoaba La Croese La Croese La Polote Manitowoc Manitowoc Manitowoc Manitowoc Manitowoc

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Portage						
Racine	2,546 01			641 14		
Richland	539 91	499 03				
Rock		340 17				
Sauk	56 31	414 59				
Shawano			_			
Sheboygan	2,222 61	885 27		92 6		712 16
St. Croix				0 0 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		
Trempelesu						
Walworth						
Washington		96 10	3,747 68	1 00	1,058 10	717 15
Waukesha	**********					
Waupaca	277 09					
Waushara	457 15					
Winnebago				15 45		
•				***********	-	
	64,374 46	20,851 50	292,184 17	2,012 98	139,887 66	69,339 87
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Average No. of Pupils attending and sar.	94				•	•						
Mo. Select and Private Schools other than Incorp'd Academies.	F	• •	:		-			:		:	:	
Amount of Library Fines remain- ing unexpended.			23	•	•			•	•	•	•	
Amount Library Fines expended.				1 1 1	•			•	•	•	••••	
Amount Library Fines collected.								•	•	•	•	
No. Volumes loaned during the year.			8		•	• •			•		•	
No. Volumes in all the Libraries.			16		3			•	•	•	•	1 1
No. of Joint Libraries.				• 1	<b>—</b>				•		:	
No. of District Libraries.			લ	:	:			:	:	:	:	: :
No. of Schools without Outline Maps.	4		8	7	2	0 4		0	CR	<u> </u>	₹ •	<b>◆</b> Ø
No. Schools without Blackboard.	8	2		~		7		લ	:	Ct ·	<del>-</del> 6	N OR
No. of School House Sites unin- closed.	4	-	9	4	0	0	က	9	લ	<u></u>	∞ <	• &
No. of School House Sites con- taining less than one acre.	4	!	8	₹:	0	n	က	8	લ	9	<b>7</b>	₹ ऌ
Lowest valuation of any School House.	8	20 00						•				38
	8	•	_	_			_	_		_	Ξ.	38
Highest valuation of any School	300	006	4	8	8	36	150	8	3	200	200	801
Total valuation of School Houses.	4 700 00	•										200
Mames of Counties and Towns.	Adams	Brownville	Dell Prairie	Easton	Grand Marsh	Tente	Monroe	Mer Haven.	Mowark Valley	Preston	Quinoy	Rome

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	Lickapoo	440	8	150	8		8	9	9	8	9										
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	Wheatland	25	88	88	8		28	<u>a</u>	<u> </u>	ক	6										
<b>&gt; &gt;</b>	Vebster Vhitestown	136	20	73	8		8	₹	4	4	₹						<u>:</u>			•	• • •
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Average No. of Pupila attending Such Schools during the year.	8
No. of select and private Schools other than incorp'd Academies.	e
Amount of Library Fines remain- ing unexpended.	
Amount Library Fines expended.	
Amount Library Fines collected.	
No. of Volumes loaned during the year.	979 98 48
No. Volumes in all the Libraries.	134 134 210
No. of Joint Libraries.	
No. of District Libraries.	ନ ଜ ଶ
No. of Schools without Outline Maps.	
No. Schools without Blackboard.	
No. of School House Sites unin-	
No. of School House Sites con- taining less than one acre.	<u> </u>
Lowest valuation of any School House.	
Highest valuation of any School House.	68888888888888888888888888888888888888
Total valuation of School Houses.	26 24 24 25 25 25 25 25 25 25 25 25 25 25 25 25
Names of Counties and Towns.	Belleview Belleview Eaton Green Bay Green Bay Glenmore Holland Ft. Howard Bumboldt Lawrence Morrison New Denmark Pittefield Preble

SuamicoWrightstown	400 00 1200 00 630 00 14,768 09	75 00 500 00 350 00 4,000 00	60 00	45	8 m 12	2 44			437	119			150
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Eagle Mills Glencoe Gilmanton Maxville Nelson	300 00 300 00 Not ret'd. 196 00	300 00 150 00 500 00 150 00	120 000	: থেকক		- 64 60 4 - 10 10 4							
Naples Waumundee Buffalo City	350 00 500 00 4,696 00	130 00 500 00 1.400 00	100 00 500 00 10 00	67   1	21 - 3	82 3							
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Harrison New Holstein Rantoul Stockbridge Woodville	292 50 292 50 150 00 70 40 605 30 3.883 20	200 200 200 200 200 200 200 200 200 200	185 00 1 195 00 1		<del>2</del>	1 14 15 14 15 15 15 15 15 15 15 15 15 15 15 15 15	<u> </u>		122 320	28 28 28			8
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TABLE No. III.—continued.

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Names of Counties and Towns.	Chippewa Falls Eagle Point Wheaton	CLARK— Pine Valley Levis Weston	Arlington Calcdonia Courtland Columbus
Total valuation of School Houses	1000 00	640 00 260 00 315 00	1825 00 601 00 1660 00 7590 00
Highest valuation of any Schoo.	1,000 00	400 00 350 00 300 00 400 00	475 00 300 00 500 00 6000 00
Lowest valuation of any School	1000 00	100 100 100 100 100 100 100 100 100 100	400 00 16 00 30 00
No. of School House Sites con- taining less than one acre. No. of School House Sites unin- closed.	7		<u> </u>
No. Schools without Blackboard.			
No. of Schools without Outline Maps.  No. of District Libraria.		4000	ကေသခ
No. of Joint Libraries.			<u>-4</u>
No. Volumes in all the Libraries.			26.1
No, of Volumes loaned during the year.			154
Amount Library Fines collected.			<b>*</b> 0 15
Amount Library Fines expended			\$0 03
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No. of select and private Schools seines by differential designs.	1 !!!		

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Arerage Mo. of Pupils attending such Schools during the year.	18 86 E
No. Belect and Private Schools other than Incorp'd Academies.	
Amount of Library Pines remain-	
Amount Library Fines expended.	
Amount Library Fines collected.	
No. of Volumes loaned dering the year.	17 40 82 13 101
No. Volumes in all Libraries.	16 82 147 147 177 177 177 177 177
Ro. of Joint Libraries.	
No. of Destrict Libraries.	
No. of Schools without Online	4400 C 0 0 0 0 C 40 C T B
No. Schools without Blackboard.	
No. of School House Sites unin- chased,	<u> </u>
No. of School House Sites con- taining less than one acre.	400-1-400-2000-300
House.	86888888888888888888888888888888888888
Lowest valuation of any School	3383834855555555
House,	28228228288888888888888888888888888888
Highest valuation of any School	2000 000 000 000 000 000 000 000 000 00
	888888388888888888888888888888888888888
Total valuation of School Housea.	2300 7250 800 14270 14270 14270 14270 14280 14280 14280 14280 14280 14280 14280 14280 14280 14280
Wames of Counties and Towns.	Berry Black Earth Black Earth Bluoming Grove Blurke Obristiana Cottage Grove Cross Plaius Dans Dans Fitchbarg
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Mazomanie Medina Middleton Montrose Oregon	Primrose Pleasant Spring Rutland Roxbury		Vienna Westport Windsor York	Ashippun Burnett Beaver Dam Chester Calamus Clyman Elba Emmet Fox Lake Hermann Hustisford Lebanon

Average No. of Popile attending	8 8 8 8
No. other than incorp'd Academies.	
Amount of Library fines remain- ing unexpended.	7
Amonnt Library fines expended.	9 90 9
Amount Library fines collected.	
No. of Volumes loaned during	81 10% 10% 10% 10% 10% 10%
Mo. Volumes in all the Libraries.	92.0 12.0 12.0 12.0 12.0 12.0 12.0 12.0 1
Mo. of Joint Libraries,	32
No. of District Libraries.	U
No. of Schools without Outline	### ### ### ### ## ## ## ## ## ## ## ##
No. Schools without Blackboards,	
No. of School House Stees upin-	400 - 60 - 60 - 60 - 60 - 60 - 60 - 60 -
No. of School House Bites con- taining less than one acre.	40000000000000000000000000000000000000
Lowest valuation of any School	583828858-6-
Highest raluation of any School	8500 000 000 000 000 000 000 000 000 000
Total relustion of Schil Houses.	1600 00 1560 00 1785 00 1885 00 710 00 1650 00 7395 00
sawoT bas seithno to some M.	Concentration of the continued.  Leroy Lorwell Oak Grove Portland Rubicon Shields Theress Theress Theress Westford Williamstown



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TABLE No. III. -continued. District Libraries. Schools without Outline schools without Blackboard. eninu estis sauoli foodos le of School House Sites con-ping less than one sore. int valuation of any School

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1 Joint Districts.

TABLE No. III.—continued.

Average No. of Pupils strending factors. Such Schools during the year.		
No. of select and private Schools, other than incorp'd Academies.	00	
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Amount Library Fines expended.		
.hetoellos senia Visidial Jenoma.		8
No. of Valuence loaned during	8	2 8
"So, Volumes in all the Libraries.	7	# E 25 25
No. of Joint Libraries.		
Ma. of District Libraries.		. Ct
Mo, of Schools without Online Maps.	30.4	40 45.00
Mo. Schools without Blackhoard.	3	- 00. • 10 <sup>th</sup> and • and
No. cf School House Sites unin-	1150	90 -01-1-4
terining less than one acre.	900	10 10 10 10 10
No. of School House Sites con-		
Lowest valuation of any School.	10 00 150 00 150 00 50 00 50 00	5-a 8855 8858 8888
	888 :888	28 :8588
Highest valuation of any School	800 800 800 800 800 800 800 800 800 800	88 8888 8888
	888 8814	888888
Total valuation of School Boussa.	\$2860 580 1900 1900 1250 400 1250	F8000000
Seamen of Counties and Towns.	Smelser Taffon Walnaing Waterstown Wingville	Adams Adams Adams Decellys Cadis

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TABLE No. III.—continued.

Lames of Counties and Towns.	CROIX—continued. Warren. Rush River Troy Star Prairie		Arcadia Arcadia Caladonia Gale Preston Sumner Trempeleau
Total raluation of School Houses	\$ 610 1050 875	8455 00	1030 1030 1000 1000 4490 00
Highest valuation of any School	\$ 250 800 350	1500 00	5.00 6.00 6.00 6.00 6.00 6.00 6.00 6.00
Lowest valuation of any School House.	\$ 160 250 25	00 08	4888 8 8 8
No of School House Sites con- taining less than one acre. No. of School House Sites unin-	. es es 40	29 2	
Closed.  No. Schools without Blackboard No. of Schools without Outline	8 m	28 10	
Maps. No. of DistrictLibrarics.	<i>6</i> %	98	4000000
No. of Joint Libraries.			तः । तः
No. Volumes in all the Libraries.			30 148 178 190
Amount Library Fines collected.	•		90 15
bebuegze esnia Tines expended	•		
Amount of Library Fines remain- ing unexpended.	•		75
No. of select and private Schools. other than incorp'd Academies.			
Average No. of Pupils attending auch Schools during the year.			8 8

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such Schools during the year.	8
Average No. of Pupils attending	H : : : : : : : : : : : : : : : : : : :
No. Select and Private Schools	
Amount of Library Fines remain- ing unexpended,	
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Amount Library Fines collected.	
No. of Volumes loaned during the year.	738
No. of Volumes in all Libraries,	480 820 830 1330 107
No. of Joint Libraries.	n
No. of District Libraries.	מין אם המסוים בי
No. of Schools without Outline Maps.	L000044440000040
No. Schools without Blackboards	
No. of School House Sites unin- closed.	<u>4874605370770888</u>
No. of School House Sites con- taining less than one acre.	
Lowest raluation of any School House.	88558888888888888888888888888888888888
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Highest valuation of any School	65 65 65 65 65 65 65 65 65 65 65 65 65 6
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Total valuation of School Houses.	2500 1900 1900 1900 1900 1900 1900 1900 1
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Total valuation of School Houses.	\$655 00 50 00 1000 00 200 00 445 00 3225 00	1000 2000 2000 1085 1085 1080 1080 1080 1080 1080 1
Highest raluation of any School House.	\$200 00 \$50 00 \$50 00 \$50 00 \$3,000 00	8 6 6 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8
Lowest valuation of any School House,	2000244 2000244	558588 888888
No. of School House Sites containing less than one scre.  No. of School House Sites uninclosed.	70 0 0 70 0 70 0 10 10 10 10 10 10 10 10 10 10 10 10	40-000 -05-000
No. Schools without Blackboard. No. of Schools without Outline Maps.	23 107	±
No. of District Libraries.		4
No. Volumes in all the Libraries.	्रि   विष	20 63 63 63 64
No. of Volumes loaned during the year. Amount Library Fines collected.		14
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TABLE No. III.-RECAPITULATION. 9 without Outli e thout Blackboard, House Sites unin-House Sites confoodad yan to noition of any School

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TABLE No. III.-BEGALITOLATION.-continued. ջորտիվ ԵՄ Մայաշջուն Joint Libraries. District Libraries. Echools without Outline shools without Blackboard, School Roune Bites uninovas one nauf seel pri -mos esite seneti fondad 1 tooded tgs to moissuist # loodes yan to noitaular th

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